SOUTHERN CONNECTICUT STATE UNIVERSITY

SED 514: Transition within Disability Services

Wednesdays, 5:00-7:30 pm, Davis Hall Rm 222

Section 01, 3 credit hours

Spring 2019

Instructor	Office	Communications	Office Hours
Jessica Monahan	Davis Hall, room 210G	monahanj5@southernct.edu 203-392-5933 twitter: @jess_monahan912 skype: Jessica.monahan929	Monday and Wednesday, 12:30-2:00 pm Thursday, 12:30-2:30 pm

Required Course Materials:

Kochhar-Bryant, C. A., Shaw, S., & Izzo, M. (2009). What Every Teacher Should Know About Transition and IDEA 2004. Columbus: Pearson.

Thoma, C.A., Bartholomew, C. C., & Scott, L. A. (2009). Universal Design for Transition. A Roadmap for Planning and Instruction. Baltimore: Brookes.

Students with Disabilities

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's Disability Resource Center (DRC) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the DRC, which is located at EN C-105A. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with the course instructor as soon as possible. You may also reach the DRC at (203) 392-6828 or drc@southernct.edu.

Course Description:

This course focuses on transition and highlights dealing with other professionals, participating in and leading interdisciplinary teams, and developing community resources.

Course Contribution:

In recognition that students with special needs are included in the general education setting, this course will offer the opportunity to learn more about transition and transition related services to provide services for students with disabilities. It will help students to better understand how to plan for students as they prepare to exit the Local Education Agency (LEA) at all levels K-12.

Learner Outcomes

The course objectives correspond the standards set forth in the Council for Exceptional Children's (CEC) "Specialty Set: Advanced Special Education Transition Specialist". Upon completion of SED 514, the student will demonstrate an understanding of:

1. philosophies that guide how people with disabilities have been and are viewed in society.

2. the history of adult outcomes for people with disabilities.

3. federal laws and state initiatives pertaining to transition services for students with disabilities.

4. theories and philosophies relating to transition planning.

5. terminology associated with transition planning.

6. recommended practices in transition planning as they are applied in the field of secondary special education, with a focus on self-determination.

7. the transition planning process including approaches to assessment.

8. elements of transition planning within the context of culturally and linguistically diverse youth and their families.

9. community trends related to employment and postsecondary education for students.

10. community resources outside the public school that contribute to the transition and adult outcomes of individuals with disabilities.

11. professional organizations and networks related to secondary transition.

Course Expectations
1. **Be responsible**
   a. Maintain academic integrity and follow all codes of academic conduct outlined by the university.
   b. Reference the syllabus frequently, and be aware of assignment due dates, as there may not always be reminders in class.
   c. Submit assignments on time and follow guidelines for extension requests described below.

2. **Be respectful**
    a. Phones must remain on silent and out of view unless discussed with professor prior to class. Repeated abuse of this policy will result in removal from the course
    b. Activity on electronic devices (laptops, tablets, etc.) should be strictly related to class content.
    c. Engage in group discussion and debate tactfully, without degrading classmates' opinions and philosophies.
    d. Actively participate in class discussions and give classmates and instructor your attention when they are speaking or presenting.
    e. If you are feeling ill, please let the instructor know and do not come to class if you are contagious or will need to be sleeping.
3. **Be prepared**
    a. Read all assignments prior to coming to class.
    b. Check BlackBoard and your SCUS email for announcements regarding course assignments, class times, etc.
    c. Complete all assignments in and out of class by their due dates and discuss any potential issues on assignments with professor prior to their due dates.

Course Assignments: Please proofread your written assignment prior to submission. Written assignments are expected to be scholarly and submitted on time into Blackboard. Points will be deducted if assignment contains numerous writing errors and/or is submitted after posted due date.

Assignment	Transition Coalition Certificate	Due Date	2/20
Description, 10 pts	Go to the following website: https://transitioncoalition.org/ and click on "Training > Modules." Navigate to the "Secondary Transition and Cultural Diversity" module. You will need to create an account in order to work through the module. At the end of the module you will receive a certificate of completion. Save the certificate as a PDF (or take a screenshot) and submit it through BB.		

Assignment	CCR Strategy	Due Date	3/6
Description, 15 pts	Choose one domain from the 6-domain College and Career Readiness framework discussed in class. Based on the domain chosen, identify one evidence-based strategy or instructional technique that you could use to teach students a skill within your chosen domain. Submit through BB.		

Assignment	Webinar Review	Due Date	4/10
Description, 15 pts	Go to the following website: https://www.transitionta.org/events-details?page=1. Identify one webinar related to a topic that you are interested in and watch it. After you watch the webinar, create a 5-minute presentation (which you will record using Kaltura) that provides an overview of the "key" points of the webinar, what you found interesting, and how you will translate this new knowledge into your future classroom or professional setting. This video will be posted to BB. You must watch the video of one of your peers and respond to their video in a discussion post. Details will be reviewed in class.		

Assignment	Research to Practice Wiki	Due Date	End of sem
Description, 25 pts	Go to the following website: https://www.transitionta.org/bibliographies. Choose one of the bibliographies at this link and get familiar with the content. This product should be suitable for you to use in your professional duties and as a way to share resources related to transition with your classmates (who will have access to your pages). Your wiki will contain a series of sections. Each section will contain short paragraphs describing the topic, with hyperlinks to related topics and relevant web-based resources. The paragraphs should feature your own work and should synthesize your research – it should NOT be a cut and paste from other websites or other sources. The following sections should be provided: 1) an introduction to the topic; 2) a historical perspective of the topic; 3) an examination of the topic from one perspective; 4) an examination of the topic from another perspective; 5) areas of future research, directions, or controversies; 6) what this means for (APA).		

Grades & Grading Policy: Final grades will be calculated by obtaining a percentage of points earned in relation to the total points possible. **Late assignments will lose 1 point each day.** If the assignment has not been handed in two weeks after the due date, the assignment will receive a grade of zero. All extension requests must be submitted via email AT LEAST TWO DAYS before the assignment is due to be considered.

Grade Breakdown:

Grade Determination	Points	Due Date
Participation	15 points	--
Transition Coalition	10 points	February 20, 2019
CCR Strategy	15 points	March 6, 2019
Webinar Review	15 points	April 10, 2019

Research to Practice Wiki			25 points	May 8, 2019
Final Exam			20 points	TBD
Total possible points			100 points possible	

A+= 98 – 100 %	A= 93 – 97 %	A- = 90 – 92 %
B+ = 88 – 89 %	B= 83 – 87 %	B- = 80 – 82 %
C+ = 78 – 79 %	C = 73 – 77 %	C- = 70 – 72 %
D+ = 68 – 69 %	D = 63 – 67 %	D- = 60 – 62 %

Week	Date	Format	Topic	Reading & Assignments due THAT WEEK
1	1/23	Meet	Introductions Overview of course Syllabus review What is transition planning? Outcomes for adults with disabilities DCDT's Transition Specialist Standards	
2	1/30	Online	Perspective on disability History of disability Theories of transition planning	**Text:** Kochhar-Bryant, ch. 1-3 **Review:** Transition planning graphic (posted on BB) **Article:** Halpern, 1994 (posted on BB)
3	2/6	Meet	Legal mandates College and Career Readiness (CCR) Guideposts for Success Transition Bill of Rights	**Text:** Kochhar-Bryant, ch. 4-6 **Article:** Monahan, Lombardi, & Madaus, 2018 (posted on BB) **Review:** Guideposts for Success **Review:** Transition Bill of Rights
4	2/13	Meet	Universal Design for Transition	**Text:** Thoma, ch. 1 **Article:** Scott et al., 2011 (posted on BB)
5	2/20	Online	Working with Culturally and Linguistically Diverse Students	*Assignment due:* Transition Coalition Certificate
6	2/27	Meet	Self-determination	**Text:** Thoma, ch. 2
7	3/6	Meet	Self-Advocacy	**Review:** Stepping Forward (posted on BB)

				Assignment due: CCR Strategy
	3/13		Spring recess- no class	
8	3/20	Meet	Transition Assessment Person Centered Planning	**Text:** Thoma, ch. 3 **Article:** Scott & Hoffman, 2007 (posted on BB) **Review:** Transition planning flowchart (posted on BB) **Review:** Transition Assessment Resource Manual
9	3/27	Meet	Transition Goals and the IEP	**Text:** Kochhar-Bryant, ch. 7, 8, 20 **Text:** Thoma, ch. 4
10	4/3	Meet	The Student-Led IEP	
11	4/10	Online	Postsecondary Education	**Text:** Thoma, ch. 6 *Assignment due:* Webinar Review
12	4/17	Meet	Employment	**Text:** Thoma, ch. 5
13	4/24	Online	Independent Living Social skills	**Text:** Thoma, ch. 7 & 8
14	5/1	Online	Summary of Performance Age of Majority	**Text:** Kochhar-Bryant, ch. 11, Appendix 3A & 3B **Review:** State of CT Summary of Performance (posted on BB)
15	5/8	Meet	Resources in CT Interagency collaboration Professional organizations	**Review:** Easing into Transition (posted on BB) **Text:** Kocchar-Bryant, ch. 9 *Assignment due:* Research to Practice wiki