CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION
Liberal Studies Department

UDCP 414: Transition in Special Education (1 unit)
SPRING 2021

Instructor Information

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College of Education Mission Statement

The College of Education at CSULB is professional educators and practitioners who promote equity and excellence in diverse urban settings through effective learning and teaching community that prepares pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Description

Prerequisite: Admission to UDCP. Strategies for developing effective transition for students with disabilities into, through, and beyond school. Letter grade only (A-F).

Statement regarding students with disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of [Disabled Student Services](#) on campus. DSS is located in Brotman Hall, Room 270. Phone: (562) 985-5401 **E-mail:** dss@csulb.edu

Student Learning Outcomes
Upon successful completion of the course, students will be able to:

1. Respectfully collaborate and consult with teachers and other school personnel, community professionals, and parents (TPE U4.6, MM1.5, MM1.6, MM4.6, MM4.7, ESN1.10, ESN1.11, ESN4.5, ESN4.7, ESN4.8, U6.4, ESN6.1)
2. Demonstrate professional commitment and responsibility, effective intra/interpersonal skills, and positive attitudes towards learners (TPE U4.5, U6.2)
3. Demonstrate knowledge of historical and legal foundations for transition for youth with disabilities (TPE ESN1.1, MM6.3, ESN6.4)
4. Become knowledgeable of various transition resources and service providers at the local, state, and national levels. (TPE ESN1.1)
5. Learn the historical foundations of career education and current policies and practices for integrating career education into the school curriculum for youth with disabilities. (TPE MM1.6, ESN1.1, ESN1.11, U4.5)
6. Understand the steps involved in preparation for writing the transition portion of an IEP, including transition assessment, transition goals, benchmarks, and national transition standards. (MM1.5, ESN1.5, ESN1.10, ESN4.5)
7. Demonstrate ability to write the transition portion of an IEP, including present levels of performance, student interest, preferences, needs, and vision, transition goals and related IEP goals and benchmarks. (MM1.4, ESN1.5, ESN1.9)

Required Texts

There are no required textbooks for this course. Required course readings are listed in the syllabus and will be available on BeachBoard. However, we will be using the following (free) resource throughout the course (referred to as Sawyer [2015] in the syllabus), so please print a copy to reference throughout the semester.

Sawyer, S. (2015). *Secondary transition planning: The Basics* (Rep.). Retrieved December 18, 2017, from http://www.catransitionalliance.org/docs/49-TransitionPlanningTheBasics2015_1029201590719.pdf
Available to download at:
http://www.catransitionalliance.org/docs/49-TransitionPlanningTheBasics2015_1029201590719.pdf

Course Policies and Requirements

Class Participation

This course will include lectures, discussions, and activities. It is expected that students will complete the assigned readings, make thoughtful contributions to class discussions, and complete all assignments. Active participation is necessary for success in this course. Students must complete assignments by the due dates.

Attendance
Success in this course is dependent on your active participation throughout the course. Therefore, students are required to (a) complete all assignments by the due date and (b) actively participate in class discussions.

Additionally, students are expected to:
- Log on to the class website on BeachBoard <u>at least</u> two days per week to complete weekly assignments, discussions and/or quizzes;
- Participate in the weekly discussions related to course content (post questions and respond and comment on questions from the instructor and other students);

If there is a week where you cannot complete the course requirements due to an unforeseen circumstance, such as an illness or accident, please contact me as soon as possible to make alternate arrangements.

The Writing Process
The ability to communicate clearly and thoroughly in writing is an essential skill for any teacher or educational professional. Therefore, there is a great deal of emphasis on this skill in this course. All submitted work should reflect careful editing as well as your best thinking, organization, and writing. Writing is a process. Please begin writing all assignments early and to allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers, or the instructor).

Requirements for Written Assignments
All assignments must be typed, spell-checked, and double-spaced using a Times New Roman 12-point font with 1" margins. It is expected that work will submitted on time. Points will be deducted for late assignments (1 point will be deducted per day, including weekends and holidays).

Please cite references using American Psychological Association (APA) format (6th Edition). The university library has the full APA style guide in its reference collection.

Plagiarism & Cheating
All students are expected to provide original thoughts, ideas, and work in all written assignments. Please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and cheating.

Plagiarism is defined as "…the act of using the ideas or work of another person or persons as if they were one's own , without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another writing or paraphrasing…" (2010-2011 CSULB Catalog). Refer to:
CSULB Policy on Plagiarism

BeachBoard
By now, I expect you are all familiar with BeachBoard. All relevant course materials and announcements will be posted on our BeachBoard class site. Please check BeachBoard regularly for course announcements.

Email
Please make sure that your BeachBoard account has your most up-to-date email address. You may update your email address online at MyCSULB. Please routinely check your email, since this will be my primary mode of communication.

Course Assignments

Rubrics for all writing assignments can be found on Beach Board. **All assignments (including Discussion Board posts) are due by Saturday night by 11:59 pm of the week assigned.**

Assignment	Description	Points	SLO & TPE
Discussion Board	Students will both ask and respond to questions addressing key course readings throughout the semester. Questions and responses can be completed in short answer format. Original work and APA citations must be used.	30	SLO 1-7
Quizzes	There will be 3 quizzes throughout the semester. Each quiz will be worth a total of 5 points. These quizzes will consist of multiple choice, True/False, and/or short answer questions. Quizzes will be on a timer to discourage an overreliance on notes. Only one attempt per quiz is allowed.	15 5 pts./quiz	SLO 1-7
Observation Assignment	Students will submit an observation report after observing students with disabilities who are receiving transition services and/or meeting their transition goals in their Individualized Transition Plan (ITP). Students must complete one (2-hour) observation of students with disabilities addressing transition content covered in this course. The observation can be completed in a secondary or postsecondary classroom, vocational, or recreation setting. **You cannot complete an observation in your own class or a classroom in which you are substituting** The observation paper must have the signed rubric/signature form attached to the submitted assignment. Students will be responsible for scanning the signature form and submitting it via BeachBoard along with their narrative report. Any assignment submitted without a signature will receive a 5-point deduction.	20	SLO 1-6 TPE: U4.5 (P) U4.6 (P, A) U6.2 (P) U6.4 (P) MM1.4 (P, A) MM6.3 (P, A) ESN1.1 (P, A) ESN1.9 (P, A) ESN6.1 ESN6.4 (P, A)
Individualized Transition Plan	In pairs, teacher candidates will develop an ITP based on a case study of a student with a disability who is 14 years old or older.	30	SLO 1-7 TPE: U4.6 (P, A) MM1.5 (P, A) MM1.6 (P, A) MM4.7 (P, A) ESN1.1 (P, A) ESN1.5 (P, A) ESN1.10 (P, A) ESN1.11 (P, A) ESN4.5 (P, A) ESN4.8 (P, A)

Student Questionnaire	Students will complete a brief survey about their experiences in the program and in the classroom, as well as their course expectations.	2.5	
Course Feedback	Halfway through the course, students will complete a brief survey asking for feedback on the course. I want to know about you, what you think of the course, and, if necessary, make adjustments to the course to meet your needs.	2.5	

Assignments and Grading

Grading Policies and Procedures

Assignments will be graded according to rubrics. Points from participation, quizzes, the case study, the transition observation report, and the ITP will total 100 points (a breakdown of points is available below). Additionally, there will be opportunities for extra credit throughout the semester.

Grading/Course Credit

Final course grades will be calculated using a total point scale as follows:

Assignment	Due Date (by 11:59 pm)	Points
Participation/Discussion Board	Every Saturday	30 points
Student Questionnaire	3/10	2.5 points
Course Feedback Survey	4/7	2.5 points
Quizzes (3 at 5 pt. each)	3/18; 3/24; 4/21	15 points
Transition Observation Report	4/7	20 points
Individualized Transition Plan (ITP)	5/5	30 points
Total Possible Points		100 points

Grading Scale

Points	Grade	
90-100	A	Mastery of the course standards
80-89	B	Above average proficiency of the course standards
70-79	C	Satisfactory proficiency of the relevant course standards.
60 - 69	D	Partial proficiency of the relevant course standards
60 and below	F	Little or no proficiency of the relevant course standards

Required Readings
Readings are available on BeachBoard, organized by week; some readings are websites that are not listed in this list, but have direct links embedded in the weekly schedule.

Achola, E. O. & Greene, G. (2016). Person-family centered transition planning: Improving post-school outcomes to culturally diverse youth and families. *Journal of Vocational Rehabilitation, 45*, 173-183.

Halley, K. F. & Trujillo, M. T. (2013). Breaking down barriers: Successful transition planning for culturally and linguistically diverse exceptional students. *Journal of Educational Research and Innovation, 2*, 1- 14.

Mazzotti, V. L., & Rowe, D. A. (2015). Meeting the transition needs of students with disabilities in the 21st century [Editorial]. *Teaching Exceptional Children, 47*, 298-300. doi:10.1177/0040059915587695

Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48*, 159- 166.

Rowe, D. A., Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015). Transition assessment in the 21st century. *Teaching Exceptional Children, 47*, 301-309. doi: 10.1177/0040059915587670

Sawyer, S. (2015). *Secondary transition planning: The Basics* (Rep.). Retrieved December 18, 2017, from http://www.catransitionalliance.org/docs/49-TransitionPlanningTheBasics2015_1029201590719.pdf

Test, D. W. (2016). Evidence-based practices in secondary transition: What we know and what we still need to know (3rd ed.). Charlotte, NC: National Secondary Transition Technical Assistance Center: University of North Carolina at Charlotte. Available at: https://transitionta.org/system/files/effectivepractices/EBPP_Exec_Summary_2016_12_13_16.pdf

Test, D. W., Fowler, C. H., Richter, S. M., Mazzotti, V., White, J., Walker, A. R., Kohler, P., & Kortering, L. (2009a). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 155-128. doi: 10.1177/0885728809336859

Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L. J., & Kohler, P. H. (2009b). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals, 32*, 160- 181.doi: 10.1177/0885728809346960

Walker et al. (2016). Age-appropriate transition assessment toolkit (4th ed.). Charlotte, NC: National Secondary Transition Technical Assistance Center: University of North Carolina at Charlotte. https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf

Course Schedule

#	Week	Topic(s)	Readings	Assignments
1	1/24/22 to 1/28/22	• Course Overview • Types of transitions in special education (ESN1.1 I) • Historical and legal foundations for transition for youth with disabilities (MM6.3 I) (ESN1.1 I) (ESN6.4 I)	• What is Early Start? http://www.dds.ca.gov/EarlyStart/WhatsES.cfm • IFSP vs IEP https://www.pacer.org/parent/php/PHP-c59.pdf • 8 min. video about early childhoodtransition http://community.fpg.unc.edu/connect-modules/resources/videos/foundations-of-transition • IDEA and Transition http://www.pacer.org/transition/learning-center/laws/idea.asp • Sawyer (2015). Pages 5, 7 -8	Due 3/10/18 by 11:59 pm • Student questionnaire • Discussion Board
2	1/31/22 to 2/4/22	• Post-school outcomes for individuals with disabilities (ESN1.1 I) (MM1.6) (ESN1.11 I) (U4.5 I)	• Mazzotti and Rowe (2015) • Test et al. (2009b) • Sawyer (2015). Pages 4, 10, 12 • Transition to Adulthood http://www.calstat.org/PA-Transition.html	Due 3/18/18 by 11:59 pm • Quiz # 1 • Discussion Board
3	2/7/22 to 2/11/22	• Transition Assessments (ESN5.1 I)	• Sawyer (2015) pages 16 -17 • Rowe et al. (2015) • Walker et al. (2016). • Transition Matrix https://instrc.indiana.edu/transition-resources/transition-matrix.html	Due 3/24/18 by 11:59 pm • Discussion Board • Quiz #2
-	2/14/22 to 2/18/22	Spring Break	No Class	Enjoy your week!

| 4 | 2/21/22 to 2/25/22 | • Interagency Collaboration (U4.6 I) (U6.4 I) (MM4.6 I) (ESN4.7 I) (ESN6.1 I) (ESN1.1 I) | • IRIS Module https://iris.peabody.vanderbilt.edu/module/tran-ic/cresource/q1/p02/#content
 • Perspectives and Resources (pages 2 – 7)

 • Sawyer (2015) pages 26 – 28 | Due 4/7/18 by 11:59 pm

 • Discussion Board
 • Course Feedback Survey
 ❖ Transition Observation Report |

5	2/28/22 to 3-4-22	• Culturally Responsive Transition Planning • Student – Centered Planning (MM1.5 I) (MM1.6 I) (MM4.7 I) (ESN1.1 I) (ESN1.10 I) (ESN1.11 I) (ESN4.8 I) (ESN6.1 I)	• Achola & Greene (2016) • Halley & Trujillo (2013) • Sawyer (2015) pages 24 – 25 • IRIS student-centered planning module https://iris.peabody.vanderbilt.edu/module/tran-scp/cresource/#content • Perspectives and Resources (pages 1 – 5)	Due 4/14/18 by 11:59 pm • Discussion Board
6	3/7/22 to 3/11/22	• Creating an Individualized Transition Plan(ITP) (U5.8 I) (MM1.5 I) (ESN1.5 I) (ESN1.10 I)	• http://transitiontn.org • Course: Developing a high-quality transition plan o Lessons 2-6 • How to Write Transition Goals http://www.parentcenterhub.org/transition-goals/#example1 • Sawyer (2015). Pages 9; 14 -15; 18 - 23	Due 4/21/18 by 11:59 pm • Discussion Board • Quiz # 3
7	3/14/22 to 3/18/22	• Evidence-based transition practices (U4.5 I) (MM1.6 I) (MM1.4 I) (ESN1.1 I) (ESN1.9 I) (ESN1.11)	• Mazzotti, Rowe, & Test (2013) • Test et al. (2009a) • Test (2016) • Sawyer (2015) page 13	Due 4/28/18 by 11:59 pm • Discussion Board
8	3/21/22 to 3/25/22	Post-school: • Employment • Recreation • Education (U4.5 I) (MM1.6 I) (MM4.6 I) (ESN1.1 I) (ESN1.11) (ESN4.7 I)	• Employment http://www.edd.ca.gov/jobs_and_training/Services_for_People_with_Disabilities.htm • The ARC LA and OC https://www.thearclaoc.org/ • Think College – Postsecondary Ed https://thinkcollege.net • Sawyer (2015). Page 34 (*Essential Life Skills for All Teens*)	Due 5/5/18 by 11:59 pm • Discussion Board ❖ ITP