



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

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

EDSP 534, Collaboration and Transition in Special Education

Semester XXXXX and 20XX

Advanced Studies in Education and Counseling

Education Specialist Program

Course Information

Instructor: Edwin Obilo Achola, PhD.	Email: Edwin.achola@csulb.edu
Virtual Office Hours Days/Times: Tuesdays 2:30-4pm Thursdays 2:30-4pm	Office Hours Zoom Link: <i>[Provide Zoom or other link for office hours]</i>
Class Days/Times: <i>[List dates and times when class meets synchronously, if applicable]</i>	Class Zoom Link: https://csulb.zoom.us/j/82015450265

Diversity Statement

The College of Education at CSULB is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multidimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation.

Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Catalog Course Description

Teacher candidates will develop and use culturally responsive and sustaining pedagogies in supporting youth with disabilities who are transitioning into, through, and beyond school with a focus on post-secondary education, employment, and adult living. Students also learn effective collaboration skills in multicultural settings.

Program Learning Outcomes

PLO #5: Candidates will use Culturally Responsive Sustaining Pedagogy tenets to develop the knowledge, skills, and abilities needed for collaborative relationships with families, school personnel, community partners, and agencies in order to create quality strength-based educational plans.

Course Student Learning Outcomes and Goals

1. Develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. {TPE; 1.5}
2. Practice how to maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress. {TPE 1.2}
3. Practice how to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom {TPE 6.1}
4. Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). {TPE 1.9}
5. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. {TPE 4.6}
6. Practice how to coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. {TPE 4.7}
7. Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs. {TPE, 6.2}
8. Understand and access the variety of interventions, related services and additional supports, including site-based and community resources and

agencies, to provide integrated and coordinated support for students with behavior, social, emotional, trauma, and/or mental health needs. {TPE 6.3}

9. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.) {TPE: 4.5}
10. Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. {TPE: 1.11}

Required Texts/Course Materials (University Book store):

1. Hughes, C., & Carter, E. W. (2012). The new transition handbook: Strategies high school teachers use that work! Paul H. Brookes Publishing Co. ISBN 10: 1598571990 ISBN 13: 9781598571998
2. Wehman, P. (2020). Essentials of transition planning. Paul H. Brookes Pub. Co: ISBN 10: 1681253690 ISBN 13: 9781681253695

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about

upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Teacher Performance Expectations

<i>TPEs</i>	IPA
<i>MM 1.4</i> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	IPA
<i>MM 1.5</i> Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.	IPA
<i>MM 1.6</i> Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)	I P A
<i>MM 1.7</i> Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities. (U1.1)	I
<i>MM 2.4.</i> Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	PA
<i>MM 2.7</i> Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	IP
<i>MM2.11</i> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	P

<i>MM 4.2</i> Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)	IP
<i>MM 4.6</i> Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)	IPA
<i>MM 4.7</i> Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)	IPA
<i>MM: 6.1</i> Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.	IP
<i>MM 6.2</i> Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	IPA
<i>ESN 1.11</i> Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.	IPA
<i>ESN 1.4</i> Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)	I
<i>ESN 1.5</i> In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and access needs of students with extensive support needs.	A

<i>ESN: 1.9</i> Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)	IPA
<i>ESN 1.10</i> Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)	IP A
<i>ESN 1.11</i> Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)	IP
<i>ESN 2.10</i> Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	IP
<i>EX2.14</i> Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	P
<i>ESN 2.4</i> Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	IPA
<i>ESN 3.2</i> Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	I
<i>ESN 4.4</i> Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson	IP

plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum. (U4.3)	
<i>ESN 4.7</i> Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions. (U4.6)	IPA
<i>ESN 4.8</i> Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)	IPA
<i>ESN 5.1</i> Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.	IPA
<i>ESN 6.1</i> Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.	IP
<i>ESN 6.2</i> Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)	IP
<i>ESN 6.3</i> Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.	IP
<i>U 1.2</i> Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	I
<i>U2.1</i> Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	I P A

<i>U 2.4</i> Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	PA
<i>U 4.5</i> Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	IPA
<i>U: 4.6</i> Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	IPA
<i>U 5.2</i> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	IPA
<i>U 5.8</i> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	IP
<i>U 6.2</i> Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	IP
<i>U 6.4</i> Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	P
<p>Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy TPEs</p> <p>Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.</p> <p>Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.</p>	A

Course Schedule

Date	Content	Modality	What is Due	Materials/Readings	TPEs
	Culturally Responsive & Sustaining Practices in Transition Planning <ol style="list-style-type: none"> 1. Conceptual Framework 2. Foundational assumptions (mainstream vs non-mainstream approaches) 3. Transition stages and outcomes (mainstream vs non-mainstream approaches) 4. Legal and ethical considerations 	Zoom Class	Mini quiz (Will cover all key sub-topics) Pictures of our lives: Students will develop a collage introducing themselves; Will relate collage to post school goals	<ul style="list-style-type: none"> • Video • Wehman Chapter 1 • Achola (2019) 	MM1.5 (IPA) ESN 1.10 (IP) Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy TPEs
	Collaboration & Inter-agency linkages in multicultural communities <ol style="list-style-type: none"> 1. Diversity-informed Resource Mapping 2. Building effective partnerships for transition planning 3. Asset-based frameworks and counternarratives 	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> • IRIS Module • Wehman Chapter 6 • Mazzotti & Rowe Chapter 4 	U 1.2 (I) U 4.6 (IP) MM 2.4 (IP) MM 2.7 (IP) MM 4.6 (IP) MM 6.2 (I) ESN 2.4 (IP) ESN 6.1 (IP) U 2.4 (IP) Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy TPEs
	Quality Individualized Transition Plans Across the Ages <ol style="list-style-type: none"> 1. ITP and IFSP management systems & templates 	Zoom Class	Student-Lead Seminar 1: <hr/> Group peer review & 1 page description	<ul style="list-style-type: none"> • Sample ITPs • Course ITP Template 	MM 1.4 (IP) MM 1.5 (IP) MM 1.5 (IP) ESN 1.1 (IP) ESN 1.5 (IP)

	<ul style="list-style-type: none"> 2. SMART goals and activities 3. Asset-based age appropriate assessments 4. Indicator 13 & 14 outcome measures for transition success 5. Contextual fit assessment 6. Implementation fidelity 			<ul style="list-style-type: none"> • Sample SOP • Morgan, Kupferman, Jex, Preece, & Williams (2017) • Wehman Chapter 5 • 	<p>ESN 1.9 (IP) MM 1.4 (IP)</p>
	<p>Transition Assessments</p> <ul style="list-style-type: none"> 1. Yosso's cultural wealth model & Assessments 2. Person-centered/family centered planning processes, 3. Functional/ecological assessments 4. Collecting and analyzing assessment data from multiple measures 5. Using assessment data to establish transition goals 	Zoom Class	<p>Student-Lead Seminar</p> <hr/> <p>Group peer review & 1 page description</p>	<ul style="list-style-type: none"> • Rowe, Mazzotti, Hirano, & Alverson (2015) • Yell & Bateman (2017) • Sample Assessments 	<p>MM1.5 (IP) MM 4.7 (IP) ESN 4.8 (IP) ESN 5.1 (IP) U 5.2 (IP) U 5.8 (IP)</p>
	<p>Transition & Employment</p> <ul style="list-style-type: none"> 1. Vocational evaluation 2. Community and school-based-training 	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> • Bross & Travers (2017) • Cease-Cook, Fowler & Test (2015) • Kearney & Dukes (2018) 	<p>ESN 2.10 (I)</p>

	<p>Professional capacities in transition programming & family engagement</p> <ol style="list-style-type: none"> 1. Intercultural competence and conflict resolution 2. Equity mindedness 3. Bias & prejudice reduction 4. Critical consciousness 5. Intergroup dialogue 	Zoom Class	<p><u>Student-Lead Seminar 1:</u></p> <p>Group peer review & 1 page description</p>	<ul style="list-style-type: none"> • Rossetti, Sauer, Bui & Ou (2017). • Achola & Greene (2016) • Haines, Francis, Shepherd, Ziegler, & Mabika (2018) • Annual Performance Report Measures 	<p>U 1.2 (I) U 4.6 (I) MM 6.2 (I) ESN 6.3 (IP) U 6.2 (IP) U 6.4 (IP) Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy TPEs</p>
	<p>Career Development & Post-secondary Education</p> <ol style="list-style-type: none"> 1. Community and school-based vocational training opportunities 2. Entrepreneurship and self-employment 3. Vocational assessments 4. Gainful and non-gainful employment related options 5. Post-secondary education 	Online: No Zoom	<p>Beachboard Activity</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • CareerZone • Lindstrom, Doren & Miesch (2011) • Linked Learning • WorkAbility 	<p>ESN 1.1 (IP) ESN 2.10 (I) U 6.4 (IP)</p>
	<p>Transition Audit Group Presentation</p>	Zoom Class	<ul style="list-style-type: none"> • Written report (due on dropbox) • Students will complete an oral presentation of the 	<ul style="list-style-type: none"> • None 	<p>U 4.5 (A)</p>

			<p>transition audit assignment (see directions on p. 15-16)</p> <ul style="list-style-type: none"> Students will complete and in-class peer evaluation sheet 		
	<p>Working with Paraprofessionals</p> <p>1. How to coordinate, collaborate, co-teach and communicate effectively with paraprofessionals</p>	<p>Online: No Zoom</p>	<p>Beachboard Activity</p>	<ul style="list-style-type: none"> French (2001) Biggs et al (2019) 	<p>MM 6.1 (IP)</p> <p>MM 6.2 (I)</p> <p>ESN 4.7 (IP)</p> <p>ESN 6.2 (IP)</p>
	<p>Meaningful family engagement in multicultural communities</p> <p>1. Positionality</p> <p>2. Relationships of trust and reciprocity</p> <p>3. Allyship</p> <p>4. Community building</p> <p>5. Supports for students living in foster care and other non-mainstream family settings</p>	<p>Zoom Class</p>	<p>Student-Lead Seminar</p> <hr/> <p>Group peer review & 1 page description</p>	<ul style="list-style-type: none"> Hagiwara et al (2018) Achola (under review) Keel, Cushing & Awsumb (2017) 	<p>U 1.2 (I)</p> <p>MM 2.4 (IP)</p> <p>MM 6.2 (I)</p> <p>U 4.5 (I)</p>
	<p>SPRING BREAK</p>				

	<p>Evidence-based & Research Supported Transition Practices Post-Secondary Education</p> <ol style="list-style-type: none"> 1. High leverage practices 2. Students with Extensive support needs 3. Students with MM needs 4. CRP Practices 	<p>Online: No Zoom</p>	<p>Beachboard Activity</p>	<ul style="list-style-type: none"> • Griffin & Papay (2017) • Evidence-based Practices • Think College 	<p>MM 4.2 (IP) ESN 2.10 (I,P) ESN 2.4 (IP) ESN 4.4 (IP) MM 2.11 (IP) ESN 2.14 (IP)</p>
	<p>Self-Determination</p> <ol style="list-style-type: none"> 1. Positive psychosocial development and self-determined behavior 2. SD Assessments 3. Advocacy and student lead ITPs 4. SD Curricular 5. Culturally Appropriate SD 	<p>Zoom Class</p>	<p>Student-Lead Seminar</p> <hr/> <p>Students will use course rubric to conduct a graded seminar on SD</p> <p>Students will use course rubric to provide feedback to peers</p>	<ul style="list-style-type: none"> • Wehmeyer (2014) • Vinoski, Graybill, & Roach (2016) • Wehman: Chapter 2 • SDLMI Teacher's guide • TAGG Assessments 	<p>U 4.5 (IPA) MM 1.6 (I, P) MM 1.7 (I) ESN 1.11 (IP) ESN 1.4 (I) U 2.1 (I)</p>
	<p>Adult living skills</p> <ol style="list-style-type: none"> 1. Person-centered/family centered planning processes 2. Financial literacy, mobility, leisure, community participation 3. Healthcare transition 4. Independent living 	<p>Online: No Zoom</p>	<p>Beachboard Activity</p>	<ul style="list-style-type: none"> • Autism Speaks Tool Kit • NTACT Independent Living 	<p>MM 1.5 (IP) MM 4.7 (IP)</p>

				Mechling & O'Brien (2010)	
System change	<ol style="list-style-type: none"> 1. Dominant and non-dominant cultural worldviews 2. Policy and legislation 3. Training & PD 4. Transition practices 	Zoom Class	<p>Student-Lead Seminar</p> <hr/> <p>Group peer review & 1 page description</p> <p>Mini-quiz {due before class}</p>	<ul style="list-style-type: none"> • Bartholomew, Papay, McConnell, & Cease-Cook (2015) • Kearney & Dukes (2018) 	<p>U 2.1 (P)</p> <p>U 4.5 (I)</p>
Final project (ITP) reviews	Summary of Performance	Zoom Class	Concept Map		MM1.5 (P)
Transition in core content	<ol style="list-style-type: none"> 1. Infusing transition education practices into the general education classroom 	Online Finals	ITP due on dropbox		MM 1.6 (I)
		Final ITP project			

Course Evaluation Components and Grading

Evaluation Components

Assignment Description	Linked to TPE	Points
<p>Individualized Transition Plan (Signature assignment): Under the supervision of a special education teacher, students develop a mock ITP for a transition age student with a disability. To complete this assignment, students will do the following:</p> <p>Part A: Plan</p> <ul style="list-style-type: none"> ○ Identify a transition age student (16-21 years) with a disability from a culturally and or ethnically diverse community (consider, race, ethnicity, gender identity, cultural profile of the student's community and other markers of social identity.) ○ Observe the student for 5 hours in the school setting ○ Complete a family cultural wealth profile assessment to obtain the student's and family's cultural wealth relevant to transition outcomes. (Interview the student and a family member or guardian) – 2 hours 	<p>MM 1.4 (A)</p> <p>MM 1.5 (A):</p> <p>MM 4.7 (A)</p> <p>ESN 1.10 (A)</p> <p>ESN 1.5 (A)</p> <p>ESN 1.9 (A)</p> <p>ESN 4.8 (A)</p> <p>ESN 5.1 (A)</p> <p>U 5.2 (A)</p> <p>U 5.8 (A)</p>	40 points

<ul style="list-style-type: none"> ○ Select and complete one additional relevant transition assessments from the following list: 3 hours ○ Career Interest Inventory ○ AIR Self-Determination ○ Transition Planning Inventory ○ Use the approved template to develop a complete ITP 		
<p>Individualized Transition Plan (Signature assignment): Part B: Diversity-Informed Resource Mapping: Using the transition-age student identified for the ITP assignment and readings provided in the course, students will develop a diversity informed transition resource map highlighting at least 5 relevant agencies and or community resources. The resources listed should reflect heritage and community assets linked to post-school outcomes. In addition, students will incorporate the resources developed into the ITP and write a one-paragraph narrative describing how the agencies can collaborate to support the strengths and needs of the selected student.</p>	MM 1.5 (A) MM 2.7 (A) U 4.6 (P, A) ESN 2.10 (A) U 2.4 (A)	15 points
<p>Professional Learning Community (PLC) Scenario: This assignment will require students to work within a PLC format to investigate concerns around collaboration, ITP process, and culturally responsive and sustaining practices. Each student will complete 10 hours of field experience interviewing and shadowing 4 transition professionals (a special education case carrier, transition coordinator, a special education administrator or an adult service provider, and a related service provider). In addition, students will spend 2 hrs observing a transition program (e.g., LBUSD ACT programs). The students will collect data regarding case management, collaboration, and ITP development.</p>	U 4.6 (A) MM 4.6 (A) MM 2.4 (A) ESN 2.4 (A)	30 points
<p>Community Building Assignment: The purpose of this assignment is to build a community of trust, respect, and vulnerability to create a positive, engaging class environment in which all students feel safe and ready to learn. To create a community-minded class environment, students will use the professional capacities covered in the course and meet in groups outside of class at least four times during the semester to establish rapport and offer support on a range of issues including those unrelated to the course. Students will participate in online discussions and submit a final group report.</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Students are set up in groups of 3-4 2. Each group meet to establish group norms and identify key support needs 3. Each group meet to regularly to discuss, course content relevant to needs identified. 4. Each group checks in with instructor and offer relevant support to members 5. All groups submit a reflection paper at the end of the semester 	MM 6.2 (A)	35 points

<p>Transition Equity Audit: Students will use data (e.g. indicators 1-20, state employment data) or complete a resource map to (1) investigate inequities in transition programming by examining questions about collaboration with paraprofessionals (and other transition professionals), self-determination, post-school resources, and post-school outcomes (2) compare findings to state and national data and (3) Propose equity minded solutions to equity gaps identified.</p>	<p>MM 1.6, U 2.1, U 4.5 (A)</p>	<p>30 points</p>
<p>Online Discussions: Students will review articles, book chapters and audio/visual resources focused on collaboration with paraprofessionals (and other transition professionals) and respond to instructor prompts using synchronous and or asynchronous techniques. Each discussion thread is with 10 points: 7 points for original and relevant post and 3 points for in-depth response to peers</p>	<p>See table above for TPEs corresponding to asynchronous class meeting days</p>	<p>60 points</p>

Course Grading

Grades for this course will be determined using the evaluation chart specified below. It is expected that all assignments and readings will be completed and submitted in a timely fashion. Late assignments will not be graded. If a student must miss a class, it is expected that the student will contact the instructor and take the responsibility to turn in any assignments that are due on that date and to obtain missed information from a classmate for that class. Students are strongly encouraged to turn in assignments *prior* to the due date if they must miss a class. Instructor will assess and grade your participation in all forums for quality and amount. Instructor will assess and grade products (in-class assignments, exercises, self-assessment) for quality and amount of engagement in applying instruction to your work. Instructor will assess products of your collaborative learning (peer questioning and peer review) for quality and amount of their contribution to collective achievement.

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Individualized Transition Plan (Signature assignment): Part A	40	20%
Individualized Transition Plan (Signature assignment): Part B	15	8%
Professional Learning Community (PLC) Scenario:	30	14%
Community Building Assignment	35	17%
Transition Equity Audit	30	14%
Online Discussions (6)	60	27%
Total	220	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is X% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

The instructor does not accept late assignments. However, students are encouraged to reach out to the instructor to discuss the possibility of a brief extension in exceptional circumstances such as death in the family.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal

from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

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