Course Information

Judith Chambliss, Ed.D.
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Class Days: Mondays
Class Times: 7:00 PM – 9:45 PM
Class Location: SH 113

Marco Reyes, MA
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Email: mreyes@mail.sdsu.edu
Office Hours Times (and by appointment):
Mondays: 5:30 PM – 6:30 PM
Office Hours Location: NE86

Course Overview and Objectives

The focus of this course is on the lifespan movement and successful transition from school to adult life for individuals with disabilities. Emphasis is placed on understanding the whole student, including home and school life, friends, extended family and community, experiences, preferences, abilities, goals, and the application of evidence-based practices in transition. Participants will examine legislation related to transition, community and student assessment, local partnerships with employers/agencies, and curricular planning, adaptation, and implementation from both individual and system perspectives.

Upon completion of this course participants will be able to:

1. An understanding of the historical and statutory underpinnings for transition
2. Develop IEPs and transition plans that include evidence-based transition practices and services determined to be predictors of successful post-school outcomes for youth with disabilities.
3. An understanding of strategies for developing and implementing postschool goals, age-appropriate transition assessment, annual IEP goals that lead to achievement of post-school goals, transition services dedicated to achieving post-school goals, strategies that promote student and family involvement in transition planning, and strategies that facilitate increased interagency coordination between local education agencies and adult service agencies.
4. A working knowledge of the transition between service provider agencies including which agencies offer transition related services and eligibility requirements
5. An understanding and access to tools for transition planning and self-determination;
6. Understanding of the roles of key stakeholders in the lifespan transition process.
7. Demonstrate ways to implement coordinated, integrated instruction in self-determination, social skills, functional academics, and vocational/life skill development.
8. Demonstrate strategies to increase student and family involvement in the transition planning, implementation and evaluation process.
10. Demonstrate knowledge of current state and federal reporting requirements related to indicator 13.
11. Demonstrate knowledge of key professional organizations and agencies dedicated to facilitating the implementation of effective transition practices and policies for youth with disabilities.
12. Application of the principles of universal design to transition planning and implementation.

Enrollment Information

Please keep in mind this semester’s important deadlines:

- Last day of early registration: **January 19, 2015**
- Add Deadline: **February 3, 2015 @11:59pm**
- Last day to withdraw with 100% refund (less administration fee): **January 20, 2015**
- Drop Deadline: **February 3, 2015@11:59pm**
- First day of classes: **January 21, 2015**
REQUIRED TEXT BOOKS


Note: Prices are indicated in parentheses indicated by the publisher. Books can be ordered directly from Brookes Publishing at [http://products.brookespublishing.com/Search.aspx?k=transition&submit=search](http://products.brookespublishing.com/Search.aspx?k=transition&submit=search) or at Amazon.com. The price indicated on Amazon.com is only slightly cheaper. Check costs to determine if the total cost of the text and shipping may be cheaper by Amazon or Brookes. Required textbooks will also be available for sale in the Aztec Bookstore.

TECHNOLOGY REQUIREMENTS

Blackboard

All students must have access to Blackboard, email, and the Internet. Some assignments require a hardcopy be turned in. Others are to be turned in electronically to Blackboard. Grades will be posted on Blackboard.

Email

Email is the best way to contact both professors for this course.

Flash Drive

All students must purchase and submit a NEW flash drive that meets the following requirements on or before the second class meeting. The purpose of this requirement is so that the instructor may provide you a copy of hundreds of transition resources, only a few of which will be used for this course.

1) The flash drive must be a minimum of 3 gigabytes
2) The flash drive must be submitted to the instructor **SEALED IN ITS ORIGINAL PACKAGING**. No flash drive will be accepted that is NOT sealed in original packing.
3) The flash drive must have your name and Red ID attached to the flash drive.

READINGS

Most readings will be taken from the texts and articles or materials included on your flash drive. Additional readings will may be made available on Blackboard that are not included on your flash drive.

LECTURES & PRESENTATIONS

Since the course instructor is in the process of compiling the presentations for this course on a weekly basis, presentations will not be available until the week of the presentation. However, all presentations will be made available on Blackboard.

USE AND CITATION OF RESOURCES, MATERIALS AND PRESENTATIONS

Permission is provided for students are expected to use the materials and presentations they are provided for the purpose of meeting course and program requirements and to facilitate professional development and requirements. However, use of materials requires that the user provide complete professional citations and references to authorship. Failure to do so will be considered plagiarism and will be addressed per university policy.

Note: It is important to read all of the assignments prior to the class meeting. During class you should feel comfortable raising questions that will add to your own understanding and/or clarify issues for others. You will be responsible for the information from all assigned readings, as well as for the content of all lectures.
**Student Conduct**

Students preparing to become special educators are expected to conduct themselves ethically consistent with the Council for Exceptional Children Code of Ethics and Standards of Professional Practice as well as with SDSU’s Statement of Student Rights and Responsibilities. [Note: former can be found on the Council for Exceptional Children webpage: http://www.cec.sped.org/ps/code/html and the latter can be found on the SDSU webpage: http://www.sa.sdsu.edu/srr/statement/index.html.]

In this course each student is expected to contribute to a positive learning environment by being on time to class, not leaving class early, turning off cell phones and beepers, and, in all class-related interactions, treating others in a manner that is courteous and that promotes mutual respect and equality of others.

**USE OF TECHNOLOGY DURING CLASS**

Due to the nature of the class, unless approved by the instructor, the use of cell phones, laptops, touchpads, and other electronic devices is strictly prohibited. If you require the use of a device, you must get approval from the instructor. *Students engaging in social networking, text messaging, and engaging in other inappropriate or unprofessional behavior during class may be asked to leave the room and/or penalized 10 grade points for disruptive conduct. Students who feel disrupted by the activity of another student should attempt to courteously explain that the activity is disruptive or distracting and request the student to refrain from the activity.* If this fails, to resolve the situation please inform the instructor. Disruptive and distracting activity will be ethical grounds by the instructor to recommend the student for dismissal from the class, and/or an indication of a lack of proper discipline and disposition for teaching.

**SIDEBAR CONVERSATIONS**

The instructor will not hesitate to vocally advocate for himself or herself, guest lecturers, other faculty and students during class. Sidebar conversations are disrespectful, disruptive, distracting and conflict with efforts to communicate. They will be considered an effort to actively interfere with and impede the efforts of the instructor to conduct class. Individuals engaging in sidebar conversations will be publicly confronted in class. Please do not do this. Please have the courtesy of quietly excusing yourself and leave the room if you need to talk about something unrelated to class.

**Course Assessment and Grading**

The percent of 150 assignment points earned will determine the final letter grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Observations of Post-secondary Settings (Individual)</td>
<td>30</td>
</tr>
<tr>
<td>Individual Transition Plan</td>
<td>30</td>
</tr>
<tr>
<td>Transition Unit/Lesson (Group)</td>
<td>35</td>
</tr>
<tr>
<td>Transition Coalition Module #1: Best Practices</td>
<td>20</td>
</tr>
<tr>
<td>Transition Coalition Module #2: Transition Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>
Final Letter Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points Earned</th>
<th>Letter Grade</th>
<th>% of Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100%</td>
<td>C+</td>
<td>77 to 79.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 93.9%</td>
<td>C</td>
<td>73 to 76.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89.9%</td>
<td>C-</td>
<td>70 to 72.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86.9%</td>
<td>D</td>
<td>60 to 69.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82.9%</td>
<td>F</td>
<td>0 to 59.9%</td>
</tr>
</tbody>
</table>

Incompletes

A student will receive a letter grade based on the percent of total points earned for required assignment submitted. Zero points will be assigned for assignments that are not submitted. **Students who wish to seek an incomplete for this course are required to submit a formal written request for an incomplete with an explanation of the reasons and circumstances for requesting an incomplete.** If approved, the student must complete and submit a “Removal of Incomplete Agreement” **BEFORE** the last day of class. Incompletes are approved based on University policy.

Late Assignments

Late assignments, if accepted, will be penalized 2 points for each day late. Assignments turned in more than two weeks after the due date posted on the syllabus **MAY NOT** be accepted.

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473 (Calpulli Center Suite 3101). To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Academic Honesty

The University adheres to a strict **policy regarding cheating and plagiarism**. These activities will not be tolerated in this class. Become familiar with the policy ([http://www.sa.sdsu.edu/srr/conduct1.html](http://www.sa.sdsu.edu/srr/conduct1.html)). Any cheating or plagiarism will result in failing this class and a disciplinary review by Student Affairs.

Examples of Plagiarism include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the **policy** ([http://www.sa.sdsu.edu/srr/conduct1.html](http://www.sa.sdsu.edu/srr/conduct1.html)) and this **helpful guide from the Library**: ([http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf](http://infodome.sdsu.edu/infolit/exploratorium/Standard_5/plagiarism.pdf))

Assignments

**TWO (2) OBSERVATIONS/INTERVIEWS (Individual Assignment)**

Conduct an observation at two (2) locations, which deliver services to adults/young adults with disabilities, and then document the observations/interviews in a 2-3 page write-up. An outline describing the kinds of information to
include in your write-up will be provided in class. Students should visit and obtain information on two (2) different types of settings listed below.

1. Adult Day Program
2. Supported/Competitive Employment Program in the Community
3. Postsecondary School Program (e.g., community college program, disability services)
4. 18-22 transition program (e.g., TRACE in San Diego Unified School District)
5. Group Home/Supported Living Program
6. Social/recreational Program for Adults with Disabilities

**COMPLETE TWO (2) TRANSITION COALITION ONLINE TRAINING MODULES (Individual Assignment)**

All students are required to complete two (2) online training modules available from the Transition Coalition at the University of Kansas. The URL for the training modules is [http://www.transitioncoalition.org/transition/module_home.php](http://www.transitioncoalition.org/transition/module_home.php). You will be required to set up an account and password. There is no cost to completing the modules. The two modules required for this course include the following, Best Practices in Planning for Transition and Transition Assessment: The Big Picture. Completion of each module requires completion of a pre-test, all activities, and a post-test. TSCP candidates must achieve 85% or greater on the post-test to receive credit for completion of any module. The percent of correct answers on the post-test and the detail provided to session questions will determine the number of assignment points earned for each module. Students are required to submit a copy of the summary sheet to Blackboard in a Microsoft Word or pdf file. Failure to submit a summary sheet as a Microsoft Word or pdf file will result in 5 grade point deductions for failing to follow assignment instructions.

**INDIVIDUAL TRANSITION PLAN (Individual Assignment)**

Students will be provided with a case study of a transition age student. Based on this case study, students will be required to complete an individual transition plan. A copy of the transition planning form will be provided available for downloading through Blackboard and needed areas to be completed will be discussed in class. Transition plans must meet all Indicator 13 requirements, including descriptions of evidence-based practices and the implementation of transition services known to be predictive of successful transition outcomes.

**Important Note (1):** Students in the TSCP OR those interested in applying to this program, MUST submit a transition plan for a student they are currently working with. They MUST ALSO conduct a Person-Centered Plan or other form of information gathering (e.g., Student-Family Focused Transition Inventory, TPI) prior to developing the Transition Plan.

**Important Note (2):** Students in the MA in Autism Program with a focus on Transition OR those interested in applying to this MA program, MUST submit a transition plan for a student they are currently working with. They MUST ALSO conduct a Person-Centered Plan or other form of information gathering (e.g., Student-Family Focused Transition Inventory, TPI) prior to developing the Transition Plan.

**TRANSITION UNIT/LESSON PLAN (Group Assignment)**

Students are required to complete a GROUP project developing a unit related to one or more transition domains. Possible areas include, but certainly are not limited to, academics, employment, postsecondary education/training, independent living, community living, social skills, family involvement, and/or post-secondary education. Each project must include the components included in the description for this assignment.

**ATTENDANCE AND PARTICIPATION**

Attendance is taken each class meeting and contributes to 15% of your total course grade. Thus, it is expected that students will attend class. However, it is also understood that occasionally circumstances arise which cause a student to miss. If a student misses MORE THAN THREE (3) class sessions (regardless of the reason for the absence) during the course he/she will automatically receive an F or a 0 for the attendance portion of the course.

**TOTAL POINTS= 150**

**Description of the course environment**

The projects for the course are described thoroughly in class and in handouts and models. Students are encouraged to develop a timeline for the semester for accomplishing the tasks required.
Please keep in mind that the Transition Coalition Online Modules requires an average from 3 to 4 hours of work per module in order to obtain a high passing score (SPED 657 requires 85% or better).

**Interacting with professors**

We’ll try to respond within 24-48 hours to emails sent me from within Blackboard. For quick questions, the turnaround time may be much shorter. (If Blackboard is not working or for non-course-related communications, write to us using our outside email address: jchambliss@mail.sdsd.edu or mreyes@mail.sdsu.edu.

For questions that involve, say, the clarification of a concept, you may want to call us on our cellphones at (619) 981-0555 for Dr. Chambliss (619) 410-7392 for Marco Reyes. Our message phones work most of the time, but email is to be preferred. Our regular office hours are by appointment on Mondays from 4:30 – 6:30pm Pacific Time, feel free to call anytime.