Transition and Secondary Special Education (EDME 537 01)  
Early Spring 2015

Professor: Dr. Maude Yacapsin  
Email: myacapsin@messiah.edu  
Course Dates: January 11-March 7, 2015  
Phone: 717-766-2511 x 2036  
Faculty Availability: via email, google hangout, skype (jamyc) or facetime (myacapsin)

Faculty Availability:
Contact: I will be checking in on the course at least once a day from Monday through Saturday (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email only if your question is of a personal nature. I will also be scheduling online “office hours” during which time I would be happy to talk on the phone, via the chat tool in Canvas, on Skype or in whatever way may be most convenient.

Faculty Expectations of Students:
Journal articles, websites, video clips, etc. are typically “attached” to the discussion for the week and will be housed in the Files link of the course (Canvas). The articles you choose to read are listed on p. 8 of this the syllabus.

Weekly Schedule: At the beginning of each week, I will post an Announcement that will give an overview of your requirements for that particular week. Some will be the same per week to establish consistency. Also, be sure to read through the entire course schedule so you can plan ahead for assignments. It is your responsibility to keep up with the requirements and due dates.

Instructional Time: Students will spend approximately 5.25 hours (on average) completing course assignments and discussion (roughly equivalent to classroom time – also called instructional time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time – also called non-instructional time). The 42 hour minimum of “instructional time” is mandated by the Pennsylvania Department of Education.

Non-Instructional Time: In an eight-week course, the student will spend between 8 and 10 hours (on average) per week engaging in tasks that are classified as non-instructional (roughly equivalent to graduate level, out of class work). Non-instructional tasks include reading the course materials, completing assignments, unsupervised group work, practice quizzes, field placement hours and conducting research.

Asynchronous/Synchronous Learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences (via Adobe Connect) will be scheduled during this eight week course (see course schedule). Students will be required to log on so that the class can discuss the topic together using the Adobe Connect link on the course homepage.

Course Description:
This course responds to the needs expressed by school personnel, research concerning youth with disabilities, and legislative requirements to provide transition services for all youth with disabilities. The IDEA amendments of 2004 (P.L. 108-446) mandate transition services which include ongoing assessment, curriculum planning, and collaboration with a variety of stakeholders to include community agency personnel, school administration and faculty, and parents. The course provides knowledge, skills, and competencies required of secondary special school personnel to assist youth and young adults as they transition to post-secondary opportunities.

Curriculum Map:
The fundamental educational task of Messiah College is to promote successful and meaningful learning and to help students attain the College-Wide Graduate Educational Objectives (CWGEOS), the Graduate Program in Education Program Objectives, and the objectives for each course in a student’s program.

The college and program objectives are measured through an assessment plan that allows the graduate faculty and college administrators to routinely evaluate and maintain the Graduate Program in Education’s effectiveness in
meeting the required objectives. Student work samples are collected in accordance with the assessment plan and are anonymously evaluated using the assessment plan rubrics. You are invited and encouraged to read the objectives and assessment plan in the linked attachments.

**Course Objectives:** By evaluating student interests and skills assessment data, and a Summary of Performance (SOP), students enrolled in this course will be able to:

- Explain legal and research basis for provision of transition services.
- Describe policy and programs supporting the transition of students with disabilities from school to adult life.
- Identify assessment of secondary students with disabilities in order to develop a Transition Plan.
- Describe collaborative and community transition models.
- Evaluate Transition program curriculum.
- Critique and make accommodations to instructional strategies at the secondary and post-secondary level in reference to Transition.
- Evaluate secondary and postsecondary programming for students with disabilities.
- Develop IEPs that include transition plans by using the “Six-Step Process”.

**Textbook and Other Course Materials:**

**Required:**

**Journal Articles:**
The entire list is compiled as a resource in our Canvas class in pages and called “Articles.” There is a list on p. 8 of this syllabus as well.

**Course Requirements:**
As a general rule, all assignments are due by 5PM on the date indicated on the syllabus.

**Assignments:**

<table>
<thead>
<tr>
<th>Discussion forums</th>
<th>Task, readings, activity, etc…</th>
<th>Due: First post/reply to peer, Google doc</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-CLASS:</td>
<td>Introductions, video clip</td>
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<tr>
<td>Week 1</td>
<td>Transition section of IEP</td>
<td>Jan 14/17, 2015</td>
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<tr>
<td>Step 1</td>
<td>Step 1</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Step 2</td>
<td>Jan 21/24</td>
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<tr>
<td>Week 3</td>
<td>Step 3</td>
<td>Jan 22/Jan 31</td>
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<td>Week 4</td>
<td>Step 4</td>
<td>Feb 4/7</td>
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<tr>
<td>Week 5</td>
<td>Step 5</td>
<td>Feb 11/14</td>
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<tr>
<td>Week 6</td>
<td>Step 6</td>
<td>Feb 18/21</td>
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<tr>
<td>Week 7</td>
<td>All revisions</td>
<td>Feb 25</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam, Final course reflection</td>
<td>Mar 7</td>
</tr>
</tbody>
</table>

1. **Discussion forums (8 total)**—Worth 25 points each-after reading our book chapters, respond to the prompt by posting your original thoughts in the course discussion forum for that week by Wednesday at 11:55PM. Use course content and scholarly information to support your position—be sure to cite all references to texts, journals, etc… in APA format. A minimum of 250 words is required. Students must also respond to the posts of two or more other students in the course with replies to peers posted by Saturday at 11:55PM. A minimum of 100 words is required for replies. Students will be graded based on their use of appropriate course concepts and vocabulary, connections made with other students’ posts, and connections made between course concepts and practical educational contexts.

Discussion prompts:
Week number and Discussion prompt
1. In chapter 1, Lichtenstein outlines 10 ecological influences on adolescents. After reading chapter 2, do you believe that legislation has addressed these influences by outlining supports for students? State your opinion and support it with references (from text or other) in APA format.

2. Chapter 3 outlines critical components for transition for multicultural students. Identify ONE Theory from chapter 4 and discuss why/how it would work for a student with special and multicultural needs when planning for transition. State facts and support them with references (from text or other) in APA format.

3. Scenario-a student of yours is ready to try one class at college. Complete a task analysis for ordering textbooks online (use the Messiah College text ordering site as your guide-place an “order” for an EDME 537 Transition text). No references or citations required, word count may vary as well.

4. The Case of Katya: p. 184. Please read the Case study, part 1. Discuss possible transition activities that were utilized for her during her elementary and middle school years (hint: use Table 6-1 on p. 128 for help). State facts and support them with references (from text or other) in APA format. State your rationale for each choice as well.

5. Use the ABCD strategy on p. 201 to develop ONE postsecondary goal for the following student (use p. 206 as a guide): State facts and support them with references (from text or other) in APA format.

   Jay is a junior. He has severe learning disabilities. Jay is older than most of his peers, nearly 18. He failed twice in younger grades before he was identified with a learning disability. He is working towards his Modified Standard Diploma. His reading level and writing are very low. He has not yet passed his 8th grade Reading SOL test which is required for him to obtain this diploma option, but he is working hard toward that goal and responsive to systematic learning strategies. He is especially proud of his progress in writing. His scores are increasing on practice SOL tests in Reading and he is expected to pass that test on the next try. He did not pass his 8th grade Math SOL test, but did pass his Algebra I SOL test after three tries, so he will not need to worry about any more Math SOL tests. He is in several classes with you, one resource class, one self-contained math class, and in core classes which you serve collaboratively. He typically earns grades of C’s and D’s. He attends the vocational school for half of his day, but doesn’t really enjoy the vocational track he chose in that program, but likes gaming. He does not know what he wants to do when he graduates.

   Discuss the supports Jay may need should he want to live on his own-how did you come to this conclusion? State facts and support them with references (from text or other) in APA format.

7. Revise, modify and finalize your Transition project doc Google-post it/url for peers to review in Discussion 7.

8. Course reflection prompt: What significant learning(s) will you take from this class and share with your colleagues? Why? State facts and support them with references (from text or other) in APA format.

2. Transition Project, Case study, Google Doc-Due Feb 21 at 5PM and worth 100 points.
   for your Six-step Transition table below.

   Six Step Process for Addressing Secondary Transition (“Control + Click” on each step category for additional information). Case student info is found in Canvas pages “Case Study.” Due weeks 1-6 and worth 25 points each. Use text and Canvas files to address the 6 steps for the Case Study student, Jerry.

   Step One Use assessment to identify the student’s post-secondary desired goals or vision

   Step Two Describe The Student’s Present Levels of Academic Achievement and Functional Performance, Embedding Assessment Data)
Step Three  Establish Transition Team Partnerships

Step Four  Design a Transition Plan That Includes Courses of Study and Services and Activities

Step Five  Determine Measurable Annual Goals That Address Skill Deficits and Lead to Post-Secondary Goals

*Step Six  Monitor Progress and Adjust Instruction Based on Data (create chart only)

Steps one through five represent a process that continues each year until graduation.

*Step 6 for class, we will only create a progress monitoring chart.

4. Exam  Due Mar 7 at 5PM and worth 25 points. It will be posted as a Discussion forum/reflection.

Canvas Live Sessions - must view (or attend) both sessions. The dates/times are tentative for Mondays 2/2, 3/2 @6PM. These are synchronous discussions. Discussions will cover topics from the readings and from Forum posts. The first session will be will be recorded for you to view at your convenience.

Readings, ppts, group and student activities
You will be reading from many different sources throughout this course: Websites, Journal articles and the class text. In the discussion forums, it is expected that you pull or synthesize all the information you glean from these readings as it makes for a stronger posting. Also-resources and activities are posted for your learning as well.

Grading:

<table>
<thead>
<tr>
<th>Project</th>
<th>Grading</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion forums (each week)</td>
<td>8 @ 25 each</td>
<td>200</td>
</tr>
<tr>
<td>Transition Steps Google doc</td>
<td>6 @ 25 each</td>
<td>150</td>
</tr>
<tr>
<td>Finalized and uploaded to Canvas page (2/21)</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Exam (discussion forum) (included in week 8 forum)</td>
<td>(25)</td>
<td>Total 450</td>
</tr>
</tbody>
</table>

A  93-100%  C+  77-79%
A- 90-92%   C  73-76%
B+ 87-89%  B  83-86%
B- 80-82%

Extra Credit – No extra credit options will be provided.

Late Assignments  – Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor to make arrangements. 5% will be deducted per day late.

Missed Exams  – Exams will be available online for a period of 48 hours. If you are not able to complete the exam within that window of time, please notify the instructor to make arrangements.

Returned Assignments  – Assignments are to be submitted via the Assignments tool in Canvas. Students will receive written feedback and grades in Canvas using the Assignments tool. Assignments will be returned with feedback within one week of the submission date.
Dismissal for Failing Grade
Students who earn a failing grade in any graduate course taken at Messiah College will be academically dismissed from the College effective at the conclusion of the part of term in which the failing grade was assigned. Such courses will not be permitted to be taken at another institution and transferred to Messiah College.

Academic Integrity
The Academic Integrity Policy for Graduate Students is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance
The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the education. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at Bmark@messiah.edu or by calling ext. (717) 796-1800, ext. 3590.

Writing Center
The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students
Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and through the College’s Learning Management System.

Statement of Copyright Protection
The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.
Statement of Confidentiality
Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.
**Graduate Program in Education**

*Instructional Time (IT) 42 hrs / 3 credits *Non-Instructional (N-IT)*

**Homework** *Reading based on 30 pages per hour; Writing papers based on 2 hours/page*

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments/Topic</th>
<th>Hours*</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Jan 11-17</td>
<td>Transition Systems-positive outcomes, legislation</td>
<td>IT 2</td>
<td>N-IT 3</td>
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<tr>
<td></td>
<td>Complete all activities in Module as directed</td>
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<td></td>
<td>View welcome via Adobe Connect by Saturday Jan 17 (link is in announcements)-view and canvas tutorials</td>
<td>2</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduce yourself on student introduction page</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Read then post in discussion forum 1, add Step 1 to your Google doc</td>
<td>4</td>
<td>5</td>
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<tr>
<td>2: Jan 18-24</td>
<td>Working with Families, Career Theories</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Read, post in discussion forum 2, add Step 2 to your Google doc</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>TBA: Adobe Connect session Monday 2/3 at 6PM</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3: Jan 25-31</td>
<td>Assessment, Goals</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Read, post in discussion forum, add Step 3 to your Google doc</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Article reading choice for Week 3</td>
</tr>
<tr>
<td>4: Feb 1-7</td>
<td>Courses of Study, Collaboration</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read, post in discussion forum 4, add Step 4 to your Google doc</td>
<td>4</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>5</td>
<td>Article reading choice for Week 4</td>
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<td>5: Feb 8-14</td>
<td>Transition IEP and Services</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Read, post in discussion forum 5, add Step 5 to your Google doc</td>
<td>4</td>
<td>3</td>
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<tr>
<td></td>
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<td>5</td>
<td>Article reading choice for Week 5</td>
</tr>
<tr>
<td>6: Feb 15-21</td>
<td>Postsecondary ed, Employment</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
<td>Read, post questions in discussion forum 6, add Step 6 to your Google doc</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Draft of Google doc due Feb 21-post/url in Transition project assignment</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>7: Feb 22-28</td>
<td>Community Living, Final Thoughts</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read, finalize your Google doc, post to week 7 discussion</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>8: Mar 1-7</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>TBA: Adobe Connect session Monday 3/3 at 6PM</td>
<td>2</td>
<td>4</td>
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<tr>
<td></td>
<td>Forum 8 Exam- What significant learning(s) will you take from this class and share with your colleagues? Why? State facts and support them with references, then complete the course evaluation the via link in Canvas</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>FINALIZED Transition project Google doc due March 7 by 5PM</td>
<td>2</td>
<td>5</td>
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**Total Hours:** 42

**Total Readings:** 69
Articles about Transition (Control + Click to access the articles)

**Transition Planning: Setting Lifelong Goals** by Jennifer Graham and Peter Wright, Esq. This article will provide you with two checklists and good advice to help your child make a successful transition from school to employment or further education.

**IEPs for Success by Dr. Barbara Bateman.** This article includes extensive discussion of transition and transition plans.

**The IEP for Transition Age Students.** Excellent article about IEPs for "transition-aged students." Learn about transition requirements, members of the IEP transition team (including student and parents), special factors for the IEP team to consider (published by the National Center on Secondary Education and Transition and The Pacer Center).

**IEP & Transition Planning: Frequently Asked Questions**

**Legal Requirements for Transition Components of the IEP** - Barbara D. Bateman, Ph.D., J.D.

**Making the Transition from School to Work** by Sue Whitney

**IDEA 2004: Improving Transition Planning & Results** by Candace Cortiella. Recent amendments to the federal special education law, the Individuals with Disabilities Education Act (IDEA 04), include several revisions to the requirements for transition planning designed to improve postsecondary results for students with disabilities.

**Students with Disabilities Get an Extra Hand in Transition to College** (pdf format), Austin American Stateman (March 06, 2008).

**Termination Just Before Transition: Is This Best?** Don’t allow the school to terminate your child’s eligibility unless and until you are convinced that he is functioning well and can get a good job and pursue further education if he wants to.

**Transition: Summary of Performance (SOP)** When your child graduates from high school with a regular diploma or “ages out” of special education, IDEA requires the school to provide a “summary of academic achievement and functional performance”

**Establishing Exit Criteria for a 20 Year Old Student.** There are no clear, specific documents to establish exit criteria for a 20 year old student, except for a regular high school diploma. Absent that, exiting is not an option.

**Measuring Interests to Aptitudes - Finding a Direction.** Pete Wright says, "Bottom line: Like so much in life, before trying to create a treatment plan, get the data first."

**Certificate Instead of Diploma - Is This OK?** Your child is eligible for special education until he graduates from high school with a *regular high school diploma* or ages out at age 22. Do not accept a certificate. A certificate is meaningless and will not help him get a job, get further education or be self sufficient and independent.

**Transitional Programs on College Campuses or in the Community.** Find out what IDEA says ...“Part B funds can be used for student 'participation in transitional programs on college campuses or in community-based settings. . .”
When the student is ready to graduate or exit high school, the team must provide a *Summary of Academic Achievement and Functional Performance (SAAFP) IDEA 2004 requires that school districts provide a Summary of Academic Achievement and Functional Performance (SAAFP) to students with disabilities who are exiting high school. The SAAFP contains a summary of the student’s academic and functional performance, as well as recommendations for assisting the student in meeting post-school goals. The SAAFP should clearly state what students need to do to achieve their post-school goals. It should also help students to identify needed supports to achieve their post-school goals, to articulate individual strengths, and to better understand the impact of their disabilities as they enter adult life.

http://patransassessment.pbworks.com/f/1273793548/Map%20for%20Transition.jpg

A typical, weekly “to do” list for:

- Read text chapters, course resources and articles
- Post original response to discussion forum
- Access Step __ of transition process and create ONE Google doc, add steps each week
- Reply to peers in discussion forum