

Mayville State University

SPED 590 Transition

Summer 2025

2 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Sarah Kallock

Contact Information:

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Work phone: 701.788.4832

Hours of Availability:

Available for meetings by appointment.

Instructional Mode: Online asynchronous

Course Dates: May 27 – July 21st

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

All materials will be provided via digital files on Blackboard.

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under the relevant Mayville State University policies

Course Description

In this master's level course students will research practices and problem areas in special education specifically related to transition services for students with disabilities occurring from adolescence through early adulthood. This course is designed to prepare special education teachers to address issues associated with transitioning students from their school to postsecondary choices. Students will learn about assessments and transition program planning for individuals with disabilities along with interagency communication and career awareness. This includes transition services, goal-setting, national and state laws governing the transition process, transition assessments, instructional strategies for transition, school and community-based resources, transition to employment or vocational training, postsecondary education, sexuality, living in the community and life-long disability. Students will write a transition IEP with a case study student connecting agencies along with school personnel.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by [ND ESPB](#):

1. **Understand Transition Services:** Students will gain a comprehensive understanding of transition services for individuals with disabilities, including the purpose, legal requirements, and best practices. (CEC 2)
2. **Assess Individual Needs:** Students will learn how to conduct assessments to identify the unique needs of students with disabilities during the transition process. This includes both formal and informal assessments. (CEC 1)
3. **Plan Transition Programs:** Students will develop skills in creating effective transition programs that address the specific needs of students. This includes considering interagency communication, career awareness, and individualized planning.

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(CEC 3,7)

4. **Navigate Legal Frameworks:** Students will explore national and state laws related to transition services. They will understand how these laws impact the planning and implementation of transition programs. (CEC 5)
5. **Set Measurable Goals:** Students will learn how to set measurable postsecondary goals for students with disabilities. These goals will guide the transition process and support successful outcomes. (CEC 3)
6. **Implement Effective Strategies:** Students will explore instructional strategies and resources to support successful transitions. This includes strategies for both school-based and community-based settings. (CEC 1,2)
7. **Write Transition IEPs:** Students will gain practical experience in writing transition Individualized Education Programs (IEPs) that connect agencies, services, and resources. These IEPs will facilitate a smooth transition from school to postsecondary choices. (CEC 1,7)

Standards Alignment (Advanced CEC Standards as adopted by NDESPB):

- CEC 1.0: Assessment-The program requires special education specialists to use valid and reliable assessment practices to minimize practices to minimize bias.
- CEC 2.0: Curricular Content Knowledge-The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- CEC 3.0: Programs, Services, and Outcomes-The program requires special education specialists to facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- CEC 5.0: Leadership and Policy-The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- CEC 7.0: Collaboration-The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section daily.
- When I need to communicate with students individually, I will do so through an email. Students are accountable for all academic communications sent to their MSU email address.
- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will respond within 24-48 hours. I try to not respond to emails over weekends.

Assignments and Assessments

Activity	Points	Due Date
Course Lessons (Points vary based upon assignment)	100	Check course outline for submission deadlines
Transition IEP & Program Plan	150	Check course outline for submission deadlines
Total	250	

Evaluation and Grading

Grading Policies

- **Feedback:** Assignments are due on their due date. Dropbox your assignments in Blackboard. Assignment feedback is typically given within 7 days of assignment submission via Blackboard. Larger projects can take longer to review so expect feedback within 10 days of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus.

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- After feedback has been provided on an assignment, students have 5 days, from the date the feedback was given, to ask questions on the feedback provided.
- Due dates for everything from discussion forums to assignments are critical in this course as my input or assignments are often required for others to complete their work. I know that timeliness is an attribute that is measured in the InTASC standards and disposition evaluations in teacher education.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the semester.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and in the Syllabus.
- Students are required to complete ALL weekly assignments, discussion forums and graded assignments in order to earn a passing grade in this course and it is the student's responsibility to keep track that all assignments and discussion forms have been completed by their due date.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best

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way to make sure that assignments have been submitted.

- Late work is determined by the Blackboard Dropbox. There is a 1-point loss per day after the due date. **Late work is not accepted 5 days after the due date.**
- Please do not email your work. Dropbox your work on Blackboard. If you have difficulty submitting, please contact the MSU Help Desk or Blackboard support services.

Attendance/Participation Policies

- **Attendance and participate.** At Mayville State University, student attendance and participation are very important elements of university success. This is required for successfully completing this course and prescribes to the attendance policy for required courses in your major. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for all components of the course. To successfully complete this course, your attendance and active participation is required. Participation will result in solidifying the readings, activities, and research you have done adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
 - Students are to fulfill all requirements of the course.
 - Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Candidates are expected to read course materials, have assignments completed prior to class, and participate in all aspects of this course in a professional manner.

Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

A= 94 – 100%	→	250 - 236 points
B= 87 – 93%	→	235 - 218 points
C= 80 – 86%	→	217 - 200 points
D= 70 – 79%	→	199 - 175 points
F= < 70%	→	0 – 174 points

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is NOT considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

- Enrollment Verification Assignment for SPED 590: Course Acknowledgement Forum

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement

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- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

<i>Date</i>	<i>Topics</i>	<i>Date Due</i>	<i>Points</i>
Lesson 1	Course Introduction	June 1	10
Lesson 2	Defining Transition	June 8	10
Lesson 3	The Transition IEP	June 15	18
Lesson 4	Transition Assessment	June 22	15
Lesson 5	Post-Secondary	June 29	12
Lesson 6	Disability Disclosure	July 6	10
Lesson 7	Transforming Teaching	July 13	10
Lesson 8	Student Led IEP's and SOP's	July 20 th	15
Program Plan	Lesson Plans for Community, Personal living, Sexuality, and Employment	July 20 th	40
Program Plan	Transition IEP T1, T2 and T3	July 20 th	110
Total			250

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If a significant health or safety event necessitates a change in course format, plans for remote options for this course include continuing the course as planned in Blackboard.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Advanced Council for Exceptional Children (CEC)

CEC 1.0: Assessment-The program requires special education specialists to use valid and reliable assessment practices to minimize practices to minimize bias.

CEC 2.0: Curricular Content Knowledge-The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

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CEC 3.0: Programs, Services, and Outcomes-The program requires special education specialists to facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC 5.0: Leadership and Policy-The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

CEC 7.0: Collaboration-The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Advanced CAEP Standards

A.1.1 Candidate Knowledge, Skills, and Professional Dispositions Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

A.2.1 Provider Responsibilities Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]

A.2.2 Clinical Experience The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **SLO #2:** Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- **SLO #3:** Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.	Transition IEP & Program Plan
SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	Transition IEP & Program Plan

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Track Objectives (TOs) Addressed In This Course

Special Education Track Objectives

Learners will

1. Apply specialized pedagogical knowledge and skills.
2. Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
3. Design and apply educational research specific to the area of special education
4. Lead and collaborate within professional learning environments.
5. Design learning environments for students with special needs using observation, documentation, and analysis of behaviors.
6. Integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs

The following TOs are specific to this course:

Track Objectives for this Course:
<ol style="list-style-type: none">2. Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.4. Lead and collaborate within professional learning environments.5. Design learning environments for students with special needs using observation, documentation, and analysis of behaviors.

Instructional Strategies

- Simulation
- Discovery Learning
- Project Approach
- Multimedia
- Online tutorial
- Literacy-based lessons
- Questioning
- Reflection
- Inquiry

Late Arrivals

Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Materials and Technologies

All written work will use:

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Writing Expectations:** Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

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References / Bibliography

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2024). "Student Handbook/Student Code of Conduct". Retrieved from <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>.