

# Mayville State University

## SPED 395 Transition

Summer 2025

2 Credit Hours

### Course and Instructor Information

**Instructor Name:** Dr. Sarah Kallock

**Contact Information:**

Office: 116 H

Email: sarah.kallock@mayvillestate.edu

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 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 candidates in secondary special education to address issues associated with transitioning students from their school to postsecondary choices. This includes transition services, assessments, 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.

**Pre-/Co-requisites:** SPED 289

### Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)), InTASC Standards, and CEC Standards:

1. **Understand Transition Services:** Students will gain a comprehensive understanding of transition services for students with disabilities, including the legal framework, assessment methods, and available resources.
2. **Analyze Transition Assessments:** Students will learn to conduct and interpret transition assessments, considering factors such as vocational skills, independent living, and community engagement.

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3. **Develop Measurable Postsecondary Goals:** Candidates will acquire the skills to create meaningful and measurable postsecondary goals for students with disabilities, aligning them with individual needs and aspirations.
4. **Explore Instructional Strategies:** Participants will explore evidence-based instructional strategies specifically tailored for transition services, addressing diverse learning needs and promoting successful outcomes.
5. **Navigate Legal and Policy Contexts:** Students will examine national and state laws governing the transition process, ensuring compliance and advocating for students' rights and opportunities.
6. **Promote Holistic Transition:** Candidates will learn to address various aspects of transition, including sexuality, community living, and lifelong disability, fostering holistic development and independence.

## 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)	250	Check course outline for submission deadlines
Transition IEP & Program Plan	100	Check course outline for submission deadlines
<b>Total</b>	<b>350</b>	

## 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.
- 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 way to make sure that assignments have been submitted.

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- 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%	→	327– 350 points
B= 87 – 93%	→	303 –326 points
C= 80 – 86%	→	278 – 302 points
D= 70 – 79%	→	250 – 277 points
F= < 70%	→	0 – 249 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 395: 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
- ✓ Academic Grievance Concerns and Instructor English Proficiency

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- ✓ 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>
<b>Lesson 1</b>	Course Introduction	June 1	10
<b>Lesson 2</b>	Defining Transition	June 8	30
<b>Lesson 3</b>	The Transition IEP	June 15	55
<b>Lesson 4</b>	Transition Assessment	June 22	35
<b>Lesson 5</b>	Post-Secondary	June 29	35
<b>Lesson 6</b>	Disability Disclosure	July 6	35
<b>Lesson 7</b>	Transforming Teaching	July 13	20
<b>Lesson 8</b>	Student Led IEP's and SOP's	July 20 <sup>th</sup>	30
<b>Program Plan</b>	Lesson Plans for Community, Personal living, Sexuality, and Employment	July 20 <sup>th</sup>	-
<b>Program Plan</b>	Transition IEP T1, T2 and T3	July 20 <sup>th</sup>	100
<b>Total</b>			350

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.

## INTASC

**Standard 1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

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**Standard 3: Learning Environment:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 7 Content Knowledge:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 10: Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

## Council for Exceptional Children (CEC) and ESPB Special Education Program Approval Standards

**Initial Preparation Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:** Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

**Initial Preparation Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making:** Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

**Initial Preparation Standard 5: Supporting Learning Using Effective Instruction:** Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

**Initial Preparation Standard 7: Collaborating with Team Members:** Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

## 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 #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **SLO #2:** Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.

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

SLOs/Professional Standards	Mastery Assignment
Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	Transition IEP & Program Plan

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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
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## 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.

## 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/>.