In accordance with the Americans with Disabilities Act of 2008 and Section 504 of the Rehabilitation Act, the University makes provisions to facilitate classroom accommodations for students with qualified disabilities. Complete guidelines and requirements for documentation can be found on the DSS web pages at [http://www.una.edu/disability-support](http://www.una.edu/disability-support). For more information and to request accommodations, the student should contact the DSS office.

Course Objectives:

<table>
<thead>
<tr>
<th>Conceptual Framework Reference</th>
<th>Alabama Standard Collaborative Education</th>
<th>Standard</th>
<th>Assessment Rubrics for the following live text assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF 1- Professionalism</td>
<td>290-3-3-.34 (2)(a)2.(iv)</td>
<td>Skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education</td>
<td>Transition Plan</td>
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<tr>
<td>CF 3 Collaboration</td>
<td></td>
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<tr>
<td>CF 5 - Diversity</td>
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<tr>
<td>CF 1 Professionalism</td>
<td>290-3-3-.36 (1)(c) 1.(v)</td>
<td>Various school and community -based program, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization and maintenance of</td>
<td>Contrast two transition models in power point presentation</td>
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<tr>
<td>CF 3- collaboration</td>
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<tr>
<td>CF 5- diversity</td>
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</tbody>
</table>
CF 1 – Professionalism  
CF 3-collaboration  
CF 5 Diversity  

| transition skills | 209-3-3.36 (1)(e)1. | Knowledge of collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e. Families, general education, school-to-work programs, related service providers and agencies). | Unit plans |

Global Issue: Diversity

Upon completion of this course, the student will be able to:

1. Trace in writing the historical and current transition-related legislation indicating specific impact and influence upon emerging transition practices.

2. Identify effective models, programs, and best practices for successful transition from school to work for secondary level students with disabilities.  
   \[ CF 1 & CF 3 \ (2)(a)2.(iv); (1) (c) 1. (v) \]

3. Identify the multicultural influences that impact transition planning and implementation for those secondary level students with disabilities. (UNA global issue)

4. Identify the appropriate collaborative roles and duties for the following transition team members: (1) (e) 1. CF 1, 3, 5.
   a. Sped and traditional teachers
   b. parent/family
   c. student
   d. related service personnel
   e. the transition coordinator
   f. transition collaborators
   g. the interagency

5. Identify appropriate formal, informal, and interdisciplinary assessment for transition processes and practices for the secondary level student with disabilities in the following areas: personal preferences, communication, cognition, motor, self-help/adaptive behavior, affective arenas, functional life skills and functional academics, and vocational skills that constitute an appropriate IEP as well as an appropriate Transition Plan. (2)(a)2.(iv) CF 1,3,5.

6. Identify various curriculum models, programs, and components that are appropriate for secondary level students with disabilities.  
   \[ CF 1 & CF 3 \ (2)(a)2.(iv); (1) (c) 1. (v) \]
7. Identify various instructional strategies that are appropriate and effective for transition for secondary level students with disabilities.

8. Identify the major elements of transition planning and how to effectively coordinate and implement a transition plan for secondary level students with disabilities. (2)(a)2.(iv) CF 1,3,5

9. Identify the operational elements of the Alabama Occupational Diploma including the content for grades 6-12 in the Alabama Course of Study.

10. Identify the interaction of Career Education, Vocational Education, and Special Education when planning, coordinating, and implementing a transition plan for a secondary level student with disabilities. (2)(a)2.(iv) CF 1,3,5.

11. Identify the skills, various programs and services which students need as they make the transition from school to the world of work and to the community as a productive member of society. CF 1 & CF 3(2)(a)2.(iv); (1) (c) 1. (v)

12. Identify the impact of socio-economic and cultural factors upon eligibility, programming, instruction, interventions and implementation of services for those with severe disabilities. CF 1 & CF 3 (2)(a)2.(iv)

Course Content

1. Transition related legislation
2. Transition models for secondary level students (1) (c) 1. (v) CF 1,3,5.
Best Practices for transition for secondary level. CF 1 & CF 3 (2)(a)2.(iv)

3. Theories of Career Development
4. Transition Coordinators and Transition Collaborators
5. Multicultural Influences upon transition practices
6. The relationship between Career Education, Vocational Education and Special Education in transition for secondary level students with disabilities
7. Assessment practices in transition for secondary level students with Disabilities
8. Curriculum components for transition for secondary level students with Disabilities
9. Instructional strategies for transition for secondary level students with Disabilities (1)(e)1.

Transition Planning for secondary students with disabilities (2)(a)2.(iv) CF 1 & CF 3

10. Post school and community involvement for secondary students with disabilities
11. The Alabama Occupational Diploma/Alternatives to the traditional diploma Transition plans for secondary levels students with disabilities according to the State of Alabama (2)(a)2.(iv) CF 1 & CF 3
12. The impact of transitions from home to school, k to -first grade, elementary to middle school, middle school to high school.

Assignments
1. Each student will complete all modules- 8 total on Angel- directions are included in Angel. Some submissions will be required in live text and some will be required in Angel. Modules # 3, 4, and 5 are complex and are therefore explained below as well as in Angel. Other modules are not as complex and are explained in Angel.

2. A midterm examination- essay with citations.

3. A comprehensive final examination-essay with citations.

4. Module 3 may be a bit confusing as there are multiple elements and multiple turn in requirements. Module 3 includes a well-planned and developed transition plan for a (real student) based upon appropriate and multiple transition assessment measures (of the student’s choice). The assessment measures include a measure of independent living(Brisance Life Skills Inventory) and a measure of employment Brigance Employability SkillsI. I have these 2 of each of these measures in my office for your use. You must come to my office and check them out. The tests must be turned in as a hard copy to me and the transition plan will be turned in via live text. Please use the transition forms for the State of Alabama. You may attach the forms in the live text template. Please choose a testing partner so that we may share the tests in a timely manner. If you have access to these tests through your school system or if you have access to something comparable, please make use of the opportunity. (2)(a)2. (iv); CF 1,3,5. Submit in live text.

5. Module # 4 is a well-planned unit that embeds and integrates transition skills that are based upon the assessment for the transition plan thus linking the assessment (strengths and weaknesses), the transition plan, and the actual instruction. The linkage must be reasonable, logical, and student friendly and enable smooth instruction. The unit must include the following strategies: 3 lessons with technology, one lesson with an effective task analysis, 3 lessons with systems of prompts, and one lesson with a skill that requires self-direction. A minimum of 7 lesson plans are required and an overview before the lessons is required. In the overview, you must include your assessment for the entire unit. Use the College of Education Lesson Plan template for the lesson plan as well as the overview. Each lesson plan will be graded separately; the unit plan will be graded on a separate assessment entitled “Unit Overview”. (1)(e)1; CF 1,3,5.

6. Module 5- Transition Models requires the candidate to compare and contrast 2 transition models according to the rubric in livetext. The purpose is to familiarize the candidate with research based as well as tried and true models for transition that are on the market and currently in widespread use in transition classrooms and programs. A short PowerPoint presentation is also required to share with classmates. The PowerPoint will be shared through Angel and the comparison/contrast will be submitted via livetext. (1) (c)1.(v); CF 1,3,5
All modules/lessons will be graded with a rubric in livetext or Angel. Resubmits are not possible during summer term.

<table>
<thead>
<tr>
<th>Grade Weights</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Modules (averaged)</td>
<td>1/3</td>
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<tr>
<td>Midterm Exam</td>
<td>1/3</td>
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<tr>
<td>Final Exam</td>
<td>1/3</td>
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