



**LOYOLA
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Preparing people to lead extraordinary lives

**TLLSC 263: Specializing in an Area of Teaching and Learning: Supporting Students
with Special Needs
Sequence 4: Module 4: Transition Planning (Online)
Spring 2022**

Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago

Instructor

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Email Communication: I respond to emails between 7:30AM and 4:30PM Monday through Friday. I do not respond to emails in the evenings or on the weekends.

School of Education

Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework: Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this course focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

Conceptual Framework Standards: These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions: All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The dispositions assessed throughout this course are outlined below. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Candidates will be assessed on the following Disposition Outcomes:

- Demonstrates professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2F) (IB)
- Reflect on how one's actions affects others and as a result demonstrate respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy. (i2A, i2B) (IB)
- Ground advocacy efforts in ethical convictions that promote social justice and affect policy design and implementation. (i2I) (IB)
- Collect and analyze community, school, family, and student data to guide educational decision-making. (a2E) (IB)
- Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.
- Value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserved and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration

status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB)

Essential IDEA Objectives:

- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, compete

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID-19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing

the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Module

Module Description The purpose of this module is to provide a background for transition education services --- from birth to adulthood --- for individuals with disabilities. Candidates will look at legal mandates for transition planning and service provision, as well as how the People First movement has led to changes in our thinking and talking about people with disabilities. They will look at the specific challenges faced by adolescents with disabilities as transition to adulthood and person-centered planning, an approach that focuses on students assuming emergent adult roles in the community. Additionally, candidates will examine instructional strategies for teaching functional, occupational, and career identification skills in secondary school and community settings. The importance of working collaboratively with family and community members will be emphasized. Current perspectives on self-determination and quality of life issues as they relate to individuals transitioning to adulthood will be introduced.

Module Goals

Essential Questions:

- How do special educators evaluate and support components of a transition plan using person centered planning and other effective assessments?
- How do special educators directly support the implementation of transition components of an IEP?

As a part of this module, candidates will understand that effective educators:

- EU7K1: Generalize the value of student, family and community funds of knowledge (FoK) to student learning. (a1A) (IB)
- EU7K8: Explain how the social, cultural and historical context affects the expectations of students, utilizing ideas and principles related to social, cultural,

linguistic, and economic capital. (c1C)

- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools. (a1A, c1C) (IB)
- EU9K2: Identify significant outcomes (e.g., graduation rates, post-secondary attainment) for students in healthy learning environments. (d1H)
- EU9K5: Identify methods for teaching self-determination related social and emotional standards based skills (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals) across the curriculum and at different developmental stages. (c1B, d1D, e1F)

As a part of this module, candidates will:

- EU7S1: Create and conduct FoK assessments (e.g., interviews, surveys, home visits) to understand the cultural, linguistic and familial practices and discern the unique backgrounds of students. (c2C) (IB)
- EU7S8: Develop systems to communicate with and actively involve parents and families with the learning goals and educational experiences of their children. (c1F, h2G, i2D) (IB)
- EU7S9: Evaluate and support the social, emotional, cultural, linguistic and academic needs and backgrounds of children and families as they transition into American society. (h2G, i1F, i2I)
- EU7S10: Evaluate and support the unique social, emotional, behavioral, and academic needs of students in unique living situations such as homelessness, foster care, grandparents, etc. (i1F, i2I)
- EU7S11: Utilize asset mapping to outline the resources of students, families, and communities. (h1A, h2K) (IB)
- EU9S2: Design instruction that teaches self-determination strategies that are related to social and emotional standards (i.e., goal setting, self-evaluation, self-monitoring, transition planning, developing short and long term goals). (c2B, d2C, c1B)
- EU9S7: Use data to Evaluate and monitor student needs as they related to social, emotional, behavioral, cultural, linguistic and academic learning in the classroom. (d2D, d2I, e2B) (IB)
- EU9S8: Evaluate their instruction and their collaboration with others to determine if they are providing instruction that increases student success, self-esteem, and inclusion by addressing barriers to student learning. (a1C; d2F (i.e., students with special needs, ELL, gifted) (e2E, e2F, h1I, h2F, h2J, i2C, i2F) (IB)

Required Textbook:

- Westling, D. L., Carter, E. W., Da Fonte, M. A., & Kurth, J. A. (2021). Teaching students with severe disabilities.

Attendance:

- Candidates are expected to attend every module session for the scheduled duration.
- If you must be absent, inform your professor ahead of time. If there is an emergency,

contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor.

Grading Policy & Scale:

The final grade is based upon the completion of course requirements and will follow this scale:

A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C:	73% - 76%
C-	70% - 72%
D+	67% - 69%
D:	63% - 66%
D-	60% - 62%
F	Below 60%

Module Assignments

- Transition Coalition Module / 30% of Final Grade
 - Candidates will complete two modules from the Transition Coalition. The purpose of these modules is to develop candidates' understanding of transition services and build core transition competencies. Candidates will upload a copy of completion certificates into Sakai under assignments.
- Transition IEP Running Project / 60% of Final Grade
 - The purpose of this assignment is to develop candidates' abilities to develop quality transition IEPs. Candidates will be provided with sample transition IEPs and associated case studies. Using these transitions IEPs and case studies, candidates will complete several tasks, including: (1) reviewing the transition IEP according to the Indicator 13 Checklist, (2) identifying needed transition assessments, (3) proposing needed transition services and activities, and (4) identifying appropriate IEP Team Members and community contacts. Candidates will complete a write-up summarizing their review and development of the transition IEP.
- Resource Compilation Project / 5% of Final Grade
 - The purpose of this assignment is to develop a compilation of transition-related resources. Each candidate will be assigned several resources to research and summarize. Summaries will be compiled and shared at the end of the module.
- Participation / 5% of Final Grade
 - Candidates are expected to actively participate in all module activities, including readings, whole group discussions, small group activities, and

individual activities.

Late Work: Assignments are due on the dates listed unless permission to hand them in late is given.

Online Course Policies

Privacy Statement: Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and candidates registered for the course, and only during the period in which the course is offered. Candidates will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the candidates involved or if all student activity is removed from the recording. Recordings including candidate activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Class Conduct: One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Syllabus Addendum

Smart Evaluation: Towards the end of the course, candidates will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which candidate provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a candidate's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Digication: All candidates, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Student Support: Candidates are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center \(SAC\)](#) (<http://www.luc.edu/sac/>).

Center for Student Access and Assistance (CSAA): Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Syllabus Addendum Link: <https://www.luc.edu/education/academics/syllabi/>