Qatar University
College of Education: Psychological Sciences Department
Course Syllabus

➢ **Course Information:**
    Course Title: Transition Planning   **Course Number and CRN:** SPED 440
    Prerequisite: SPED 420 OR SPED 430   **Credit Hours (CR HRS**): 3 Hours
    Department: Psychological Sciences
    Program: Special Education / School -Based Special Education
    Class meeting times/T/TH10-10.50   **Location:** B04 CED

➢ **Instructor Information:**
    Instructor's name: D. Abdulnaser Fakhrou   **Email:** afakhrou@qu.edu.qa
    Office Hours: 9-11am Sunday& Tuesday   **Office Number**: B04- 214

➢ **College of Education Conceptual Framework:**
  "Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

College of Education Unit Learning Outcomes
  Teaching:
☐ 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
☐ 2. **Pedagogy**: Plan effective instruction to maximize student learning.
☐ 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
☐ 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.
  Scholarship:
☐ 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
☐ 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.
  Leadership:
☐ 7. **Ethical Values:** Apply professional ethics in all educational contexts.
☐ 8. **Initiative:** Lead positive change in education.

➢ **Course Description:**
  This course covers modifications of and additions to school programs to ensure that they are appropriate to the needs of adolescents with disabilities. Content includes coverage of remedial and compensatory program models, transition programming, career and vocational education.

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➢ **Course Objectives:**
1. Identify best practice methodology for designing individual transition plans.
2. Identify the types of services available for people with disabilities transitioning to adulthood.
3. Design individual transition plans for secondary students with disabilities

➢ **Course Learning Outcomes:**
1. Similarities and differences among individuals with exceptional learning needs
2. Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
3. Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
4. Use strategies that promote successful transitions for individuals with exceptional learning needs
5. Identify supports needed for integration into various program placements

➢ **Textbooks & Readings:**
- **Required textbook**:
- Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2012). *Transition Planning for Secondary Students with Disabilities*. Baltimore: Paul H. Brookes Publishing Company.

➢ **Supportive Textbooks and references**
- Baer, R., McMahan, R., & Flexer, R. (1999). Transition planning: A guide for parents and professionals. Kent, OH: Center for Innovation in Transition and Employment.
- Barclay, J., & Cobb, J. (2001). Full life ahead: A workbook and guide to adult life for students & families of students with disabilities. Montgomery, AL: Southeast Regional Resource Center.
- Clark, G. M., & Patton, J. R. (1997). Transition planning inventory. Austin, TX: PRO-ED. Division on Career Development and Transition Website:
- Field, S., & Hoffman, A. (1994). Development of a model for self-determination. Career Development for Exceptional Individuals, 17, 159?169.
- Field, S., Hoffman, A., & Spezia, S. (1998). Self-determination strategies for adolescents in transition. Austin, TX: PRO-ED.
- Garfinkel, L. (2000). Transition services under the IDEA: A practical guide to legal compliance. Horsham, PA: LRP Publications.
- Kohler, P., Field, S., Izzo, M., & Johnson, J. (1998). Transition from school to life: A workshop series for educators and transition service providers. Reston, VA: Council for Exceptional Children.
- Martin, J., & Kohler, P. (1998). Transition from school to life: A complete university course for special educators. Reston, VA: Council for Exceptional Children.
- Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- Patton, J. R., & Blalock, G. (Eds.). (1996). Transition and students with learning disabilities: Facilitating the movement from school to adult life. Austin, TX: PRO-ED.
- Patton, J. R., & Dunn, C. (1998). Transition from school to young adulthood: Basic concepts and recommended practices. Austin, TX: PRO-ED.
- Scanlon, D., & Mellard, D. F. (2002). Academic and participation profiles of school-age dropouts with and without disabilities. Exceptional Children, 68, 239?258.
- Storms, J., O'Leary, E., & Williams, J. (2000). Adapted with permission
- Storms, J., O'Leary, E., & Williams, J. (2000). The Individuals with Disabilities Education Act of 1997 transition requirements: A guide for states, districts, schools, universities and families.
- Thoma, C.A., Bartholomew, C.C., & Scott, L.A. (2009). *Universal Design for Transition*. Baltimore: Paul H. Brookes Publishing Company.
- Wehmeyer, M. L., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. Exceptional Children, 63, 245?255.

➤ **Supportive Websites:**
  o https://www.specialeducationguide.com/special-education-dictionary/
  o http://ici.umn.edu/ncset   http://www.heath.gwu.edu/
  o http://ici2.umn.edu/ntn/   http://www.pacer.org
  o http://www.ici.coled.umn.edu/schooltowork
  o http://www.transitioncoalition.org/   http://www.ed.uiuc.edu/sped/tri/institute.html
  o http://www.ed.uiuc.edu/SPED/dcdt/

➤ **Course Requirements:**
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**
1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
1, 2,4	1,2,3	1	1	Exams
4	2,3,4	2	4	Scientific Research Class Participation Transition plan -Exams
5-6	4-6	3	2.5	
5-6		*4*	3,5	
5-6		*5*	3,5	

Course Outline:

Week	Topic	Assignment
1	Course Overview /A Framework For Positive Outcomes	Scientific Research Class Participation Exams
2	Transition Legislation And Models	
3	Multicultural And Collaborative Competencies For Working With Families	
4	Career Development Theories For Transition	
5	Creating A Transition Perspective Of Education	
6	Appropriate Transition Assessment	
7	**Midterm Exam**	
8	Developing Postsecondary Goals	Transition plan Class Participation Exams
9	Identifying Courses Of Study	
10	Collaborative Transition Services	
11	Developing And Teaching The Transition Plan	
12	Promoting Movement To Post school Environments	
13	Coordinating Transition Services/	
14	Transition To Postsecondary Education	
15	Transition To Employment/ Independent Living And Community Participation	
16	**Final Exam**	

Course assessments (Assignments):

- **Scientific Research (20%)on** the reality of post-school services available for individuals with disabilities **Interview with both** (parents of students with communication disorders and the speech and language therapist)
- **Creating a Transition plan for post-school services (20%)** Students will create a school post transition plan based on the earlier case study they worked on. Choosing and following proper skills and subjects to be taught in order to ease the transition phase and help that student to hold and maintain an appropriate job based on his/her skills and needs which would help their independency as much as possible.
- **Class Participation (5%)** The student works cooperatively with other students when work in groups, completes all required individual activities in the class on time and responds to other students participations' respectfully
- **Midterm Exam** (20%). A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam** (30%). A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

Grades distribution:

N	Assignment	Points	Due Date
1	Creating a Transition plan for post-school services	20	
2	Scientific Research on the reality of post-school services available for individuals with disabilities	20	
3	Class Participation	5	
4	Midterm Exam	25	
5	Final Exam	30	
Total 100			

➢ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➢ **Academic Integrity:**
The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

➢ **Intellectual Property (IP) violations / Plagiarism:**
Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➢ **Dishonesty:**
"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➢ **Student Learning Support:**
The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

➢ **Success Oasis at the College of Education:**
The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously

during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➢ **Special Needs Support:**
In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: http://www.qu.edu.qa/students/support-and-development/special-needs

➢**Student Complaints Policy:**
Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: http://www.qu.edu.qa/students/services/complaints

> A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➢**Qatar National Professional Standards for Teachers:**

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.

Assignment Rubrics

➢ **Research Paper Rubric**

	Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
Organization	The report is generally confusing and hard to follow. The writing lacks any real organization and it may lack a thesis statement. The body presents sup- port that may be related to the topic but only in a general way. The organization is poor or nonexistent. Transitions may be used inconsistently or may be lacking.	The report is factual and shows evidence of some work. The writing begins with an introduction that contains a thesis statement, but this might need clarification. The body explores the topic and presents a variety of in- formation. The organization of this information may not always be clear or logical. Some transitions are used, but more are needed.	The report is accurate and clear. The writing begins with an introduction that contains a clear thesis statement. The body explores the topic and presents in- formation in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Transitions link most ideas.	The report is both accurate and compelling. The writing begins with an interesting or provocative introduction that contains a clear and concise thesis statement. The body fully explores the topic and presents information in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Effective and varied transitions link all ideas.	
Elements of Research Reports/Papers	The writer provides a mixture of opinions, facts, and statements. Facts and ideas are often not expressed in the writer's words or else they lack documentation. The body of the report lacks unity and coherence, and may be difficult to understand. The report may not include a bibliography or source list, or this may be incomplete or incorrect.	The writer provides facts and quotations from more than one source. Facts and ideas are not always documented, or expressed in the writer's words. The body of the report lacks real unity and coherence, although most details are somewhat related to the topic. The report includes an in- complete or incorrect bibliography or source list.	The writer provides facts and quotations from several sources. Facts and ideas are either expressed in the writer's words, or else documented. The body of the report sup- ports and develops the writer's thesis, and it usually exhibits unity and coherence. The re- port includes a complete bibliography or source list.	The writer provides facts and quotations from a variety of sources. Facts and ideas are either ex- pressed in the writer's words or else completely and correctly documented. The body of the report sup- ports and develops the writer's thesis, and it contains no extraneous ideas. The report includes a complete and correct bibliography or source list.	
Grammar, Usage, Mechanics, and Spelling	Numerous errors in mechanics, usage, gram- mar, or spelling may hinder comprehension. Word choice shows little understanding of the audience.	There are numerous errors in mechanics, usage, grammar, or spelling. Word choice is not always appropriate for the audience.	There are minor errors in mechanics, usage, grammar, or spelling. Word choice is usually appropriate for the audience.	There are few or no errors in mechanics, usage, grammar, or spelling. Word choice is precise and appropriate for the audience.	
Quality of research	Failed to cite even 3 sources. Sources unreliable. Information interferes with ability of reader to understand paper. Irrelevant to thesis. Information does not support the topic Surface research.	Cited 3-5 sources Source reliability questionable. Information does not interfere with ability of reader to find the source. Some information relevant to thesis. Information provided to support some elements of topic. Surface research.	Cited 5 sources Sources mostly reliable. (At least 2 interviews) Citation errors minor. Most information included. Sufficient information provided Research of sufficient depth.	Cited 8 or more sources (including 1 or more interviews) Sources reliable and properly cited. All information included Sufficient information provided to support all elements of topic. Research in-depth and the beyond the obvious, revealing new insights gained.	

|	Unsatisfactory	Needs improvement	Satisfactory	Target	Score/Level
Content	Topic unclear and includes no aspects of the project, of inappropriate breadth for length of paper. Missing abstract, subtitles, and resources page Support for thesis insufficient. No organization, transitions, introduction, and no conclusion	Topic includes some aspects of the project, of semi appropriate breadth for length of paper & a topic is partially clear. Only 2-3 in text citations used to support thesis Missing abstract, but includes subtitles, and resources page Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.	Topic includes most aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains somewhat clear and concise abstract, subtitles, and resources page Support for thesis sufficient, but lacking in depth or complexity. Less than 5 in text citations are used to support the thesis. Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.	Topic includes all aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains clear and concise abstract, subtitles, and resources page Support for thesis complex, complete, & in-depth. 5 or more in text citations are used to support the thesis. Writer involved with subject, not merely doing an assignment. Clear and appropriate organization, with effective transitions, introduction, and conclusion.	
Grammar and Mechanics	Voice inconsistent and inappropriate. Incorrect word choices. More than 5 spelling errors. More than 5 errors in agreement, pronouns/antecedents, or tense. More than 5 punctuation or capitalization errors. Does not meet style and/or min/max page requirements	Voice somewhat consistent and appropriate. Correct word choice. More than 3 spelling errors. More than 2 errors in agreement, pronouns/antecedents, or tense. More than 3 punctuation or capitalization errors. Attempted to meet style and/or min/max page requirements	Voice mostly consistent and appropriate. - Effective word choice. No more than 2 spelling errors. - Fewer or than 1 errors in agreement, pronouns/antecedents, or tense. Fewer than 2 punctuation or capitalization errors. Met most style and min/max page requirements	Consistent and appropriate voice. Sophisticated and precise word choice. No spelling errors. No errors in agreement, pronouns/antecedents, or tense. No punctuation or capitalization errors. Met all style and min/max page requirements	
Bibliography/ Resources	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation make ideas unclear.	Not all sources properly cited in both paper and bibliography. Errors in format or punctuation do not compromise the ideas of the paper.	All sources properly cited in both paper and bibliography. Very few errors in format or punctuation.	All sources properly cited in both paper and bibliography. No errors in format or punctuation.	

> **Transition plan Rubric**

	Unsatisfactory	Needs Improvement	Satisfactory	Target
Basic Information	Majority of the information is incorrect or missing.	A designation is provided for student name, birth date, date of IEP, and type of IEP, but there are many mistakes or omissions.	A designation is provided for student name, birth date, district, building site, date of IEP, and type of IEP. Majority of the information is correct.	A designation is provided for student name, birth date, date of IEP, and type of IEP. All of the information is correct.
Present Level of Educational Performance	Little to no information is provided about the present level of education performance, or information provided is clearly not accurate.	Objective statements about educational, behavioral and social strengths and needs are listed but are not consistently appropriate or do not directly link to the evaluation data. Existing standardized and informal evaluation data are inconsistently included with results showing effects of child's disability on educational performance. The impact of the disability on the	Objective statements about educational, behavioral and social strengths and needs are listed and directly relate to evaluation data, but are not consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The	Objective statements about educational, behavioral and social strengths and needs are listed, directly relate to evaluation results, and are consistently comprehensive. Existing standardized and informal evaluation data are included with results showing effects of child's disability on educational performance. The

		involvement/? progress in general curriculum.	impact of the disability on the involvement/progress in general curriculum is provided	impact of the disability on the involvement/progress in general curriculum is provided.
Long Term Goals	Little or no information is provided for long-term goals, or the information provided is clearly not appropriate.	Annual goals are selected and may or may not be based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are not written in measurable terms and/or do not show direction for growth.	Annual goals are selected and based on present level of performance data. Priority of goals lacks alignment with learner strengths and needs. Goals are written in measurable terms and show direction for growth. (minimum of 2)	Annual goals are selected and prioritized based on present level of performance data. Goals are written in measurable terms and show direction for growth.
Short Term Objectives/ Benchmark	Little or no information is provided for short term goals, or the information provided is clearly not appropriate.	Majority of short-term objectives/ benchmark (linked to annual goals) are not written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks may or may not be age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree. Benchmarks written are age-appropriate and correlate with past IEP benchmarks.	Majority of short term objectives/ are written in measurable terms (objectives contain 4 parts each: who will do what, under what conditions, and to what degree.

➢ **Class Participation Rubric**

N	Criterion	Criterion Description	Yes (1)	No (0)
1	Class attendance	Attending each class on time.		
2	Cooperation with students	The student works cooperatively with other students when work in groups		
3	Complete the activities on time	The student completes all required individual activities in the class on time		
4	Quality of responses	Thoughts and insights are informative		
5	Responding to other classmates respectfully	The student responds to other students participations' respectfully		

✂ ---
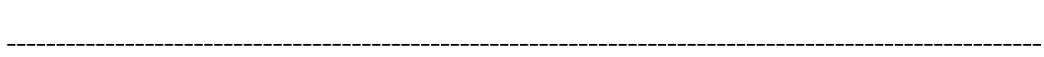
Pledge

I am the student: -------------------------------------
Course Title: --

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----------------------------------
- ID: ---
- Signature: --
- Date: ---

(Please sign this part and hand it in to your instructor).

➢ :