SPED 6928 - Transition to Adult Life

Fall 2026 Syllabus, Section A01, CRN 42798,

Credit hours: 3

Instructor

Dr. Gary Jacobs

Professional Qualifications:
Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University
Master's, Management, Antioch University
Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Principal Lecturer and Accreditation and Special Education Coordinator

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Additional Contact Methods:
In Person During Office Hours and Through Blackboard Messaging, Email, and office phone.

Preferred Contact Method: Email and Office Phone, BB Messenger

Communication Expectations:
Please allow 24 hours for a response to your email. Include the course in the subject line. If you do not receive an email within 24-48 hours, please email again or call.

How to Refer to me:
Dr. Jacobs or Dr. Gary Jacobs

Public Instructor Information

Instructor Title: Dr. Gary D. Jacobs
Instructor Professional Qualifications: *Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University*
Master's, Management, Antioch University
Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University
Instructor Office Location: Beeghly Hall: 2407
Instructor Office Phone: 330-941-3255

Course Description

6928. Transition to Adult Life. This course is designed to provide candidates with best practices of the professional collaboration process to include specific models and strategies to improve the transition from school to adult life, including career readiness, community, and domestic skills for students with mild to intensive learning needs. Candidates will develop a team training model and evaluate evidence-based practices regarding the transition process for students. Individual strengths and characteristics will be considered to facilitate social, vocational, and daily living skills for all learners. Successful completion of field related assessment project is required. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Your Complete Guide to Transition Planning and Services	Morningstar and Clavenna-Deane	139791598573114

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	Article: Gomez-Najarro, J. (2019) An empty seat at the table: Examining general and special education teacher collaboration in response to intervention Teacher Education and Special Education: The Journal of Teacher education Division of the Council of Exceptional Children Casey, B. (2019). When special and general educators collaborate, everyone wins ASCD Express 14(25). Family Connections to Schools Parent, Family, Community Involvement in Education IRIS Modules - Collaboration Collaborating w/ Families Effective School Practices IRIS Video: Engaging Parents NASET Power Point: Parenting Issues x2 Power Points	TOPIC: Teaching is not an isolated profession. There is constant interaction with various stakeholders. This module will discuss collaboration with other professionals and parents	DUE: Discussion Board (DB) #1 Initial Response Due: Wednesday, October 21st by 11:59 pm and Responses to at least two classmates by Sunday October 25th at 11:59 pm. Assignment: Collaboration Relationship Model Due: Sunday, October 25th by 11:59 pm
10/26	IRIS Videos: Co-Teaching Part I & II Articles: Six Steps to Successful Co-Teaching Cooperative Teaching Parallel Co-Teaching On Teach. One Observe One Teach. One Assist Station Teaching Alternative Teaching Team Teaching	TOPIC: When collaborating with the general education teacher, there are six different types of coteaching models. Three of them Parallel Teaching, One Teach, One Assist and One Teach, One Assist will be discussed during this module	DUE: DB #2 Initial Response Due: Wednesday, October 28th by 11:59 pm and Responses to at least two classmates by Sunday November 1st at 11:59 pm. Assignment: He's Just a Goof Guy Case Study Due: Sunday, November 1st by 11:59 pm
11/2	IRIS Videos: Co-Teaching Part I & II Articles: Six Steps to Successful Co-Teaching Cooperative Teaching Parallel Co-Teaching On Teach. One Observe One Teach. One Assist Station Teaching Alternative Teaching Team Teaching	TOPIC: When collaborating with the general education teacher, there are six different types of coteaching models. Three of them Station Teaching, Alternative Teaching and Team Teaching will be discussed during this module	DUE: DB #3 Initial Response Due: Wednesday, November 4th by 11:59 pm and Responses to at least two classmates by Sunday, November 8th at 11:59 pm. Assignment: Paraprofessional Plan Due: Sunday, November 8th by 11:59 pm
11/9	Read Ch 1 & 2 Morningstar, M.E and Clavenna-Deane, B. (2018). Your complete guide to transition planning and service. Baltimore, MD: Brookes Publishing IRIS module: Disability and Law: Transitioning from School to Work (Part 1) NASET Transition Services x2 Power Points IDEA Website: Transition Services	TOPIC: IDEA requires all students with an identified IEP to have a transition plan in place to assist them once they have graduated high school. Both Federal and State laws will be discussed during this module.	DUE: DB #4 Initial Response Due: Wednesday, November 11th by 11:59 pm and Responses to at least two classmates by Sunday, November 15th at 11:59 pm. Assignment: Federal and State Transition laws Paper Due: Sunday, November 15th by 11:59 pm
11/16	Read Ch 5 Morningstar, M.E and Clavenna-Deane, B. (2018). Your complete guide to transition planning and service. Baltimore, MD: Brookes Publishing IRIS Module: Transition: Helping Students Explore Vocational Choices IRIS Video: Introduction: My Place, Going to College	TOPIC: Students with an exceptionality under IDEA must have a transition plan as part of their IEP. In order to set goals for this plan, assessments need to be conducted. Transition assessment will be discussed in this module	DUE: DB #5 Initial Response Due: Wednesday, November 18th by 11:59 pm and Responses to at least two classmates by Sunday, November 22nd at 11:59 pm. Assignment: Work on: Transition Assessment, Interview and Goals Critical Task Due: Sunday, November 22nd by 11:59 pm • Submit in both Assignments in BB and in the SL & L Tab in BB by CRN#.

11/23	Read Ch 3, 6, 7, 8, 9,10 & 11. Morningstar, M.E and Clavenna-Deane, B. (2018). Your complete guide to transition planning and service. Baltimore, MD: Brookes Publishing IRIS Video: Determining Student Involvement in IEP IRIS Video: Success with Student Led IEP Meetings: Spartanburg School District Six	TOPIC: Students with an exceptionality under IDEA must have a transition plan as part of their IEP. In order to set goals for this plan, assessments need to be conducted. Transition assessment will be discussed in this module	DUE: DB #6 Initial Response Due: Wednesday, November 25th by 11:59 pm and Responses to at least two classmates by Sunday, November 29th at 11:59 pm. Assignment: Submit: Transition Assessment, Interview and Goals Critical Task Due: Sunday, November 29th by 11:59 pm • Submit in both Assignments in BB and in the SL & L Tab in BB by CRN#.
11/30	Read Ch 4 & 12 Morningstar, M.E and Clavenna-Deane, B. (2018). Your complete guide to transition planning and service. Baltimore, MD: Brookes Publishing IRIS Video: Transitioning To College with a Disability Self-Determination Means...(Use Search Tool on the site) Self-Determination Changes How We Work (Use Search Tool on the site)	TOPIC: Parents are an important part of the IEP process, especially with the transition plan. Collaboration with parents to develop the transition plan will be discussed in this module	DUE: DB #7 Initial Response Due: Wednesday, December 2nd by 11:59 pm and Responses to at least two classmates by Sunday, December 5th at 11:59 pm. Assignment: Resource Brochure Due: Thursday, December 3rd by 11:59 pm Culminating Quiz Due Thursday, December 5th by 11:59 pm.

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.