

# Transition Specialist Certificate

## Next Cohort begins Summer 2022

This program provides advanced training for special education teachers, counselors, and support personnel in education and non-profit organizations who wish to specialize in transition planning services. The sequence of courses and field experience meet the standards and competencies for Transition Specialists set by the Department of Elementary and Secondary Education (DESE) and by the Council for Exceptional Children leading to an endorsement by DESE for those who seek certification.

The Transition Specialist cohort meets fully online with synchronous meetings on Tuesdays from 5:30 - 8:30 pm. Courses are delivered in 8-week terms with students completing one course at a time.

### Summer 7-Week Sessions:

TERM 1: SPE 6910 Foundations/Implementation of Transition Education and Services (fully online)

TERM 2: SPE 6930 Individual Transition Assessment and System Evaluation

### Fall 8-Week Sessions:

TERM 1: SPE 6920 Effective Collaboration with all Stakeholders

TERM 2: SPE 6940 Developing Transition Systems and Support

### Spring 15-Week Semester:

15-WEEK SEMESTER: SPE 6945 Practicum and Seminar (150 hours)

Tuition for this 15-credit program is \$8,355 (\$557 per credit). A 10% tuition discount is available when two candidates from the same district or agency enroll and a 20% tuition discount when three or more students attend. An Alumni Rate is available for those who qualify. One discount per student.

*Schedule is subject to change.*

# Course Descriptions

## **SPE 6910: Foundations and Implementation of Transition Education and Services**

This course will explore the historical foundations of the transition movement including State and Federal transition related legislation and policies for providing transition services at the local level. This course will also explore evidence-based transition practices including college and career readiness practices. Additionally, the course provides an introduction to various topics.

## **SPE 6920: Individual Transition Assessment and System Evaluation**

This course introduces participants to a variety of approaches to assess student interest, strengths, preferences, and needs in order to provide appropriate, individualized, and meaningful transition services. Participants will be provided with the foundational background and opportunities to practice developing individualized transition assessments that will lead to appropriate and measurable postsecondary goals that address educational, employment, independent living needs, and social, communication and functional skills.

## **SPE 6930: Effective Collaboration with all Stakeholders**

This course focuses on models and strategies for collaboration among students and families in IEP development, transition education and services, and support networks. The Transition Specialist's roles and responsibilities as a collaborative consultant will be explored. Participants will have the opportunity to develop partnerships with employers, institutes of higher education, public agencies, and community service agencies.

## **SPE 6940: Developing Transition Systems and Supports**

This course provides students with an overview of the components of the transition systems and supports involved in providing services to students in order to prepare them for life after high school. Included are those systems and supports that address the unique needs, strengths, interests, and preferences of a range of students with disabilities. The overarching goal of this course is to provide participants with a broad understanding of methods to develop evidencebased transition-specific materials and curricula that promote self-determination and self-advocacy.

## **SPE 6945: Practicum and Seminar**

This course requires a supervised 150-hour field-based experience that includes providing transition services for transition-aged students with disabilities with IEP's, in collaboration with their families, community members, and other relevant professionals. A minimum of 100 hours of field-based experience shall be completed within a Massachusetts public school, approved private special education school, educational collaborative. The remaining 50 hours must be completed in a community based setting working with transition age youth in order to gain experience assisting youth transition from school to adult life. Monthly seminar meetings will allow candidates to discuss issues, concerns, and trends in the field of transition services and supports for students with special needs. Seminar sessions will be supplemented by regular meetings with program supervisors and supervising practitioners, who will observe, mentor, assess and collaborate with candidates in field based settings.