



UNSW Course Outline

EDST5129 Transitions in the Lives of Students with Disabilities - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5129

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

In this course, students will be provided with an overview of the numerous transitions students with disabilities face. The focus of the course will be on the preparation, support and planning required for transitioning students with disabilities. Contemporary legislation, policies, methods

and service delivery for the education and transitional programming for students with disabilities at different levels (early childhood to primary level, primary to secondary level, secondary to tertiary level, secondary level to vocation) will be discussed.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Explain your understanding of different transitions stages, policies, and current issues in transition planning.
CLO2 : Identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.
CLO3 : Identify support systems that promote self-determination and integration in to community and work environments.
CLO4 : Describe the role of teachers, transition specialists, and community agencies related to transition planning and services.

Course Learning Outcomes	Assessment Item
CLO1 : Explain your understanding of different transitions stages, policies, and current issues in transition planning.	<ul style="list-style-type: none"> • Essay • Individual Transition Plan
CLO2 : Identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.	<ul style="list-style-type: none"> • Essay • Individual Transition Plan
CLO3 : Identify support systems that promote self-determination and integration in to community and work environments.	<ul style="list-style-type: none"> • Essay • Individual Transition Plan
CLO4 : Describe the role of teachers, transition specialists, and community agencies related to transition planning and services.	<ul style="list-style-type: none"> • Essay • Individual Transition Plan

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Teaching strategies and rationale

Research suggests that students with disabilities have difficulty with transitioning through different life phases, such as from primary school to high school, and from high school to tertiary education or vocational settings. To prepare students to make these transitions successfully,

teachers can incorporate transition skills into their curricula. This course aims to provide not just an overview of difficult transitions faced by students with disabilities, but also strategies that teachers can employ to increase the success of students during critical life span transitions. The following teaching strategies will be employed:

- explicit teaching including online lectures using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning through the online discussion tool to allow students to reflect critically on issues discussed;
- extensive opportunities for online small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve

These activities will occur in a climate that is supportive and inclusive of all learners.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.4	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social, and intellectual development and characteristics of students.	1, 2
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1, 2
1.6.2	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirement.	1, 2
2.1.2	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	2
2.3.2	Design and implement learning and teaching programs using knowledge of curriculum, assessment, and reporting requirements.	2
3.1.2	Set explicit, challenging, and achievable learning goals for all students.	2
4.1.4	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.	1, 2
5.1.3	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Essay Assessment Format: Individual Short Extension: Yes (3 days)	45%	Due Date: 12/07/2024 05:00 PM
Individual Transition Plan Assessment Format: Individual Short Extension: Yes (3 days)	55%	Due Date: 09/08/2024 05:00 PM

Assessment Details

Essay

Assessment Overview

Task 1 - Essay - 2500 words. Students will receive written feedback within 10 working days of submission.

Course Learning Outcomes

- CL01 : Explain your understanding of different transitions stages, policies, and current issues in transition planning.
- CL02 : Identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.
- CL03 : Identify support systems that promote self-determination and integration in to community and work environments.
- CL04 : Describe the role of teachers, transition specialists, and community agencies related to transition planning and services.

Detailed Assessment Description

- You will write an essay about evidence-based transition practices for a student with a disability undergoing transition from one school stage to another. This essay should be double-spaced and written in APA style. The practices in your essay must be supported by links to research literature published in a variety of quality journals, in the last 10 years. You must also use relevant prescribed and/or additional course readings to support your response.
- Please see Moodle for more information.

Assessment Length

2500 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5129 UNSW SCHOOL OF EDUCATION• Assessment Task 1: Essay• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, research, and practice• Clarity and accuracy in use of key terms and concepts in relation to transition and disability	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings• Depth of analysis of specific strengths and weakness of transition theories and practices, and reasons for the inclusion of each resource	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Range of research and professional literature on special education/disability and transition• Resources are current and relevant	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organisation, including use of headings, referencing	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 7th edition• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation• Does not exceed the word length by more than 10%	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 45%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their

weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Individual Transition Plan

Assessment Overview

Task 2 - Individual Transition Plan - 3000 words. Students will receive written feedback within 10 working days of submission. This is the final assessment.

Course Learning Outcomes

- CLO1 : Explain your understanding of different transitions stages, policies, and current issues in transition planning.
- CLO2 : Identify evidence-based strategies, resources, and materials used for transition planning for individuals with disabilities into and out of school and post-school environments.
- CLO3 : Identify support systems that promote self-determination and integration in to community and work environments.
- CLO4 : Describe the role of teachers, transition specialists, and community agencies related to transition planning and services.

Detailed Assessment Description

- You will develop a, hypothetical or real, student-focused individual transition plan for a student with a disability to support their post-school aspirations. Your plan will include post school employment, education, and independent living goals. It will indicate which services and supports will be required to assist the student to reach their post-school life goals. You will also show the connection of the subjects the student will study for Stage 6. You will also include triangulated IEP transition goals.
- Please see Moodle for more information.

Assessment Length

3000 words

Assessment information

<ul style="list-style-type: none">• RUBRIC/FEEDBACK SHEET EDST5129 UNSW SCHOOL OF EDUCATION• Assessment Task 2: Individual Transition Plan• Specific Criteria and Grading (FL/PS/CR/DN/HD)	
<ul style="list-style-type: none">• Understanding of the question or issue and the key concepts involved• Understanding of the task and its relationship to relevant areas of theory, research, and practice• Clarity and accuracy in use of key terms and concepts in relation to transition and disability	
<ul style="list-style-type: none">• Depth of analysis and critique in response to the task• Depth of understanding of key transition principles, concepts and issues explicitly raised during the course and in your follow up prescribed and additional readings• Depth of analysis of practices and transition supports included in the plan• Clarity and depth of required provisions included in plan	
<ul style="list-style-type: none">• Familiarity with and relevance of professional and/or research literature used to support response• Range of research and professional literature on special education/ disability and transition• Resources are current and relevant	
<ul style="list-style-type: none">• Structure and organisation of response• Appropriateness of overall structure of response• Clarity and coherence of organisation, including use of headings, referencing	
<ul style="list-style-type: none">• Presentation of response according to appropriate academic and linguistic conventions• Clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references as per APA 7th edition• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation• Does not exceed the word length by more than 10%	
<ul style="list-style-type: none">• General comments/recommendations for next time:	
<ul style="list-style-type: none">• Lecturer:• Recommended: /20 (FL PS CR DN HD)	<ul style="list-style-type: none">• Date:• Weighting: 55%
<p>• NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</p>	

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](https://www.unsw.edu.au/sed/policies-procedures).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Module	• Module 1: Introduction to Transition
Week 2 : 3 June - 9 June	Lecture	• Key Concepts in Transition
Week 3 : 10 June - 16 June	Module	• Module 2: Historical Perspectives and Current Practices in Transition
Week 4 : 17 June - 23 June	Lecture	• Kolhler's Taxonomy of Transition and Self-Determination Theory • Case Studies and Problem-Based Learning
Week 5 : 24 June - 30 June	Module	• Module 3: Student Focused Planning and Development and Individual IEP/IEPT
Week 6 : 1 July - 7 July	Lecture	• Transition Assessment and Planning Processes • Case Studies and Problem-Based Learning
Week 7 : 8 July - 14 July	Module	• Module 4: Student Development
Week 8 : 15 July - 21 July	Module	• Module 5: Interagency Collaboration and Family Engagement
	Lecture	• Questions and Discussion
Week 9 : 22 July - 28 July	Module	• Module 6: Program Structure, Transition Services and Post-Secondary Transition
Week 10 : 29 July - 4 August	Module	• Choose one life transition period that interests you most. Module 7: Early Childhood Transition Module 8: Primary to Secondary Transition

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate

coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Prescribed Text:

- Strnadová, I. & Cumming, T. M. (2016). *Lifespan transitions and disability: A holistic perspective*. London: Routledge. Available in the UNSW bookshop.

Prescribed Readings:

- See Moodle for additional prescribed readings.

Recommended Resources

Recommended Texts:

- Bakken, J. P., & Obiakor, F. E. (Eds.). (2019). *Special education transition services for students with disabilities*. Emerald Publishing.
- Bostock, J., & Wood, J. (2015). *Supporting student transitions 14-19. Approaches to teaching and learning*. London: Routledge.
- Clark, H. B., & Unruh, D. K. (2009). *Transition of youth and young adults with emotional or behavioural difficulties. An evidence-supported handbook*. Baltimore, MA: Paul Brookes.
- Flexer, R., Baer, R., Luft, R., & Simmons, T. (2013). *Transition planning for secondary students with disabilities* (4th ed). Upper Saddle River, NJ: Pearson.
- Hughes, C., & Carter, E. W. (2012). *The new transition handbook. Strategies high school teachers use that work!* Baltimore, MA: Paul Brookes.
- Sitlington, P. L., Neubert, D., & Clark, G. (2010). *Transition education and services for students with disabilities* (5th ed.). Upper Saddle River, NJ: Pearson.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kean Poon		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas

or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>