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TRANSITION SPECIALIST ENDORSEMENT

This program of study has been approved by the MA Department of Elementary and Secondary Education for Transition Specialist Endorsement in the Commonwealth of Massachusetts*

The Transition Specialist Endorsement program prepares professionals to take a leadership role in federally-mandated transition planning and service provision for students with disabilities.

Licensed special educators, guidance counselors, school social workers, and rehabilitation counselors are eligible to enroll in this 15-credit program that features both online and face-to-face courses. Participants will engage in study that focuses on the educational, functional, and social/emotional needs of diverse students with disabilities, aged 14-22, as they prepare for work, community participation, and postsecondary learning. Through 150 hours of field-based transition-related experiences that actively engage them in the transition process and that reinforce material covered within the four content courses, candidates develop the knowledge and skills to assess, plan and deliver transition services; work effectively with culturally and linguistically diverse families; and build partnerships with local agencies and employers. Emphasis is placed on community-based learning and the critical importance of self-determination and self-advocacy in the transition process.

This program is offered in the cohort model and is completed in two semesters.

*The following are required by the MA Department of Elementary and Secondary Education for Transition Specialist Endorsement in the Commonwealth of Massachusetts:

- An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, or School Social Worker/School Adjustment Counselor and a minimum of 2 years of experience under one of these licenses or
- A license or certification as a Rehabilitation Counselor and a minimum of 2 years of experience under one of these credentials

NOTE: In certain states, reciprocity may be offered. It is important to check with your state certification/licensure office, as additional steps may be necessary in order to meet state requirements.

Program Requirement: An Initial or Professional license as a Teacher of Students with Moderate Disabilities, Teacher of Students with Severe Disabilities, Teacher of the Visually Impaired, Teacher of the Deaf and Hard of Hearing, School Guidance Counselor, or School Social Worker/School Adjustment Counselor or a license or certification as a Rehabilitation Counselor

Courses may have prerequisites for registration, and some courses run concurrently. Please check course descriptions and consult with your assistant director for academic advising prior to registering.

Course Number	Course Title	Course Credits
ESPED 6150	Laying the Groundwork: Fundamentals of Transition	3
ESPED 6151	Building Partnerships for Transition	3
ESPED 7727	Transition Field Experience I	1
ESPED 6152	Individualizing Transition Assessment and Planning	3
ESPED 6153	Navigating Transition Systems and Supports	3
ESPED 7728	Transition Field Experience II	1
ESPED 7729	Transition Field Experience III	1
TOTAL CREDITS		15

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Accreditation:

Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Course Descriptions

ESPED 6150 Laying the Groundwork: Fundamentals of Transition

This course lays the groundwork for the Transition Specialist Endorsement program. The historical context and legal foundations of transition are explored, along with the transition planning process itself. Candidates learn about the transition domains - employment, continued learning, and community integration - and the institutions and agencies that support students in working toward the achievement of their postsecondary goals in each area. Candidates learn about the role of the transition specialist and the rights and responsibilities of the student and family in transition planning. Best practices in transition are introduced, including the use of technology.

ESPED 6151 Building Partnerships for Transition

Effective transition planning and service delivery for students with disabilities ages 14-22 can only be accomplished with a great deal of collaboration. In this course, emphasis is placed on development of effective interpersonal skills and strategies that support collaboration and team building, not only among teachers, postsecondary personnel, employers, and representatives of outside agencies, but also with students who have diverse needs and backgrounds and their families.

ESPED 7727 Transition Field Experience I

This clinical course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals.

ESPED 6152 Individualizing Transition Assessment and Planning

Assessment drives the transition planning process. This course prepares candidates with knowledge and skills to meet current IDEA transition assessment requirements. Candidates learn to plan and administer individualized, culturally responsive, age-appropriate batteries of formal and informal assessments; interpret the results; and develop a Course of Studies and Coordinated Set of Activities that promote attainment of students' postsecondary goals as well as annual IEP goals. *Prerequisites: ESPED 6150, ESPED 6151, and ESPED 7727*

ESPED 6153 Navigating Transition Systems and Supports

This course engages candidates in deep exploration of existing systems and supports for transition-aged students. Candidates evaluate available curriculum and create new materials and approaches that will enhance students' potential for success in the three major transition domains - employment, postsecondary learning, and community involvement. *Prerequisites: ESPED 6150, ESPED 6151, and ESPED 7727*

ESPED 7728 Transition Field Experience II

This clinical course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals. *Prerequisites: ESPED 6150, ESPED 6151, and ESPED 7727*

ESPED 7729 Transition Field Experience III

This clinical course actively engages candidates for 50 of the 150 hours of transition-related activities required by the Commonwealth of Massachusetts to qualify for the Transition Specialist Endorsement. Field-based experience includes providing transition services for transition-aged students with disabilities with IEPs in collaboration with their families, community members, and other relevant professionals. *Prerequisites: ESPED 6150, ESPED 6151, and ESPED 7727*