

Auburn University
Department of Special Education, Rehabilitation, & Counseling

**RSED 7400: Curriculum and Teaching in Special Education: Secondary Special
Education and Transition**

Credit Hours: 3 semester hours

Summer 2015

CLASS TIME: Due to the nature of this class, see schedule below:

LOCATION: 3204 Haley Center

INSTRUCTORS: Dr. Karen Rabren 107 Ramsay Hall

E-mail: rabreks@auburn.edu

Office hours: By appointment

Dr. Cari Dunn 1230 Haley Center

E-mail: dunnca1@auburn.edu

Office hours: By appointment

REQUIRED TEXT:

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brooks.
ISBN: 978-1-59857-098-4

Websites:

See course content

COURSE DESCRIPTION (modified from AU Graduate School Bulletin): Program organization and development of basic and supplementary materials for guiding teachers, faculties and school systems in the continuous improvement of curriculum and teaching practices related to the transition of adolescents and young adults with disabilities.

STUDENT LEARNING OUTCOMES: After completion of this course the student should be able to:

Competencies:

- a. identify and explain current and future trends that influence transition programming for students with disabilities
- b. demonstrate knowledge of appropriate curricular content and program components and their implementation for students with disabilities of different cultural backgrounds and environments
- c. demonstrate knowledge of skills and services that students need as they make the transition from school to the community, including community living, the world of work, and continuing education
- d. identify the various agencies involved in the transition process, describe their roles and eligibility requirements, and list strategies for working together cooperatively
- e. demonstrate knowledge of available community, state, and national resources and the ability to access them
- f. identify and discuss transition in the context of inclusion and access to the general education curriculum
- g. identify issues related to transition planning and implementation in low income, rural areas
- h. facilitate a local school system transition program development and refinement
- i. identify transition programs needs across Alabama
- j. design a college program for students with intellectual disabilities

PROJECTS

- (A) **Project 1 (Review of Postsecondary Education Programs for Students with Intellectual Disabilities)** Students will each review 5 different PSE programs. Of those 5, at least 3 need to be in the SEC. They will summarize purpose, student population, program components, curriculum, organization/structure (staffing, funding, etc.), evaluation data (e.g., # graduated, employment). Include resources that are available for each program (e.g., schedule, application, annual report, promotional materials, **DUE: June 16**
- (B) **Project 2 (Facilitate Groups at Transition Leadership Academies)** Students will attend facilitator training and facilitate a group at each of the Transition Leadership Academies. **DUE: Academy 1: June 17-19, Academy 2: June 24-26.**
- (C) **Project 3 (Summary Report of Alabama Transition Needs)** Students will review all of the Transition Leadership Academies' plans. They will summarize this information into the form of a final report. Students will be provided with guidelines for the report. **DUE: July 14**

(D) **Project 4 (Design a Postsecondary Education Program for Students with Intellectual Disabilities)** As a group, students will design a postsecondary education (PSE) program for students with intellectual disabilities. The following are to be included in the program:
DUE: July 30

- a) Program Goals
- b) Program Model (provide a graphic display of program, identify type)
- c) Admissions Criteria
- d) Curriculum (include courses, with a description and objectives, as well as other experiences like employment training, community participation, mentoring, etc.; provide a sample schedule)
- d) Funding
- e) Other

RUBRIC AND GRADING SCALE:

PROJECT 1 (PSE Review)	35 points
PROJECT 2 (Group Facilitator)	15 points
PROJECT 3 (AL Transition Needs Summary)	25 points
PROJECT 4 (PSE Program)	25 points

Total Possible Points **100**

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity); points will be accumulated toward the total number available (100) and grades will be assigned on the basis of number of accumulated points, as follows:

- 90 - 100 points= A
- 80 - 89 points = B
- 70 - 79 points = C
- 60 - 69 points = D
- 0 - 59 points = F

Class Policy Statements:

RSED 7400: Curriculum and Teaching in Special Education:
Secondary Special Education and Transition

A. Attendance Policy: The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (*see Student Policy ehandbook*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

B. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *see Student Policy ehandbook* for more information on excused absences.

C. Make-Up Policy: Arrangements to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy ehandbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Office of Accessibility, 1288 Haley Center, 844-2096 (V/TT).

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- o Engage in responsible and ethical professional practices

- o Contribute to collaborative learning communities

- o Demonstrate a commitment to diversity

- o Model and nurture intellectual vitality