

**AUBURN UNIVERSITY**  
**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**  
**Course Syllabus**

<b>1. Course Number:</b>	RSED 5170/6170	
<b>Course Title:</b>	Transition from School to the Community	
<b>Credit Hours:</b>	3 Semester Hours	
<b>Course Meetings:</b>	Th, 4:00-6:30pm HC 1212	
<b>Prerequisites:</b>	Departmental approval	
<b>Corequisites:</b>	None	
<b>Instructor:</b>	Karen Rabren, Ph.D.	Betty Schiffer, GA
<b>Office Location:</b>	1234C Haley Center <u>or</u> 107 Ramsay Hall	107 Ramsay Hall
<b>Phone/E-mail:</b>	844-2082 or 844-5935 rabreks@auburn.edu	844-5932 bjs0017@auburn.edu
<b>Office Hours:</b>	Haley Center Monday, 9:00-11:30 a.m. (other times by appointment)	Ramsay Hall (by appointment only)

**2. Date Syllabus Prepared:** Updated August 2013

**3. Text or Major Resources:**

**Textbooks**

Test, D. W., Aspel, N. P., & Everson, J. M. (2006). *Transition methods for youth with disabilities*. Upper Saddle River, NJ: Pearson.

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brooks.

**Websites**

Mastering the Maze:

(<https://docs.alsde.edu/documents/65/Mastering%20the%20Maze%20MEGA%20CONFERENCE%202012.pdf>)

Auburn Transition Leadership Institute, Training in Transition Modules (TNT):

(<https://fp.auburn.edu/institute/TNT/TNT.aspx>)

National Secondary Transition Technical Assistance Center (<http://www.nsttac.org/>)

**Selected Readings**

(1) Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children*, 58, 202-211.

(2) Cartledge G. & Kourea, L. (2008). Culturally responsive classrooms for culturally diverse students with and at risk for disabilities. *Exceptional Children*, 74, 351-371.

(3) Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform, *Exceptional Children*, 70, 413-425.

(4) Landmark, L.J. Ju, S., & Zhang, D. (2012). Substantiated best practices in transition: Fifteen plus years later, *Career Development for Exceptional Individuals*, 33, 165-176.

(5) Neubert, D. A., & Leconte, P. J. (2013). Age-appropriate transition assessment; The position of

the division on career development and transition. *Career Development and Transition for Exceptional Individuals*, 36 (2), 72-83.

- (6) Kellems, R.O. & Morningstar, M.E. (2009). Tips for transition. *Exception Children*, 43, 60-68.
- (7) Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, 59, 486-498.
- (8) Kardos, M. R., & White B. P. (2006). Evaluation options for secondary transition planning. *The American Journal of Occupational Therapy*, 60, 333-339.
- (9) Sitlington, P. L. (1996). Transition to living: The neglected component of transition. *Journal of Learning Disabilities*, 29, 31-40.

**4. Course Description:** This course is an introduction to the transition process of youth with disabilities from school to adulthood.

**5. Course Objectives:**

- 1. Understand the history and evolution of the transition movement from 1960's to the present.
- 2. Recognize elements common to the various transition movements.
- 3. Describe the prevalent models of transition.
- 4. Identify special education and rehabilitation legislation related to transition.
- 5. Organize community transition teams with an emphasis on the interdisciplinary nature of such teams [34 (1)(a)8, 34 (1)(b)3, 34 (1)(b)5, 36 (1)(a)2].
- 6. Develop appropriate assessment programs (both traditional and functional) for secondary youth in transition programs.
- 7. Demonstrate knowledge of the acquisition, generalization, and maintenance of skills as facilitated by: various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), and service options (educational, residential, vocational and leisure), [35(1)(a)2].
- 8. Identify skills and services which students need as they make the transition from school to the community, including community living, the world of work, and continuing education [34(1)(a)3].
- 9. Design an Individualized Education Program for Transition [34 (1)(a)3, 34 (1)(b)3, 34 (1)(b)5, 36 (1)(a)2].
- 10. Identify adult service options for students with disabilities and the policy which drives each service [34 (1)(a)3, 36 (1)(a)2].
- 11. Identify and discuss the current and future issues critical to successful transition programs.
- 12. Demonstrate awareness of resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students; [34(1)(a)8].

## 6. Course Content & Schedule:

Week	Course Objectives	Weekly Topic	Reading Assignment	Written Assignment & Due Date
1 Th, 08/22	11	Introductions and Course Overview	Welcome Note (see Canvas Announcements)	Assignment 1.1: Student Information Sheet Assignment 1.2 Expectations (see Canvas Announcements)
2 Th, 08/29	1, 2, 3, 4	History and Legislation 1960-1970s	Test et al. (2006), Chapter 1 Wehman, (2011), Chapter 1 Article 1: Halpern, 1992	Assignment 1.3: Pre-course Assessment Assignment 2.1: Disability History Review Assignment 2.2: Article Discussion Question for Article 1
3 Th, 09/05	1, 2, 3, 4	History and Legislation 1980-2000s (Definitions and Models)	Test et al. (2006), Chapter 2	Assignment 3.1: TNT MODULE 1- Foundations of Transition  Assignment 3.2: <u>(GRADUATE STUDENTS ONLY)</u> Poster Presentation TOPIC and 2 line description
4 Th, 09/12	7, 8	Best Practices and Student & Family Involvement/Diversity	Wehman, (2011), Chapter 2 and Chapter 4 Article 2: Cartledge, 2008 Article 3: Wehmeyer, 2004	Assignment 4.1: Article Discussion Questions for Articles #2 and #3  <b>QUIZ 1 (on-line Due BEFORE Class)</b>
5 Th, 09/19	6	Assessing for Transition	Landmarkt et al. (2006), Chapter 3 Article 4: Test et al., 2009	Assignment 5.1: TNT MODULE 2- Assessment in Transition  Assignment 5.2: Answer Article Discussion Question for Article #4
6 Th, 09/26	6, 7, 8, 9	Assessing for Transition (continued) Planning for Transition	Test et al. (2006), Chapter 4 Wehman, (2011), Chapter 3 Article 5: Neubert & Leconte, 2013  Mastering the Maze (pp. 63 – 86)	Assignment 6.1 : Answer Study Question for Article #5  Assignment: <u>(GRADUATE STUDENTS ONLY)</u> POSTER (digital version), OUTLINE & REFERENCES

Week	Course Objectives	Weekly Topic	Reading Assignment	Written Assignment & Due Date
7 Th, 10/03	7, 8, 9	Planning for Transition	Test et al. (2006), Chapter 4 (cont'd) Wehman, (2011), Chapter 5 Article 6: Kellems & Morningstar (2009)  Mastering the Maze (pp. 63 – 86)	Assignment 7.1: Answer Study Question for Article #6 Assignment 7.2: (GRADUATE STUDENTS ONLY)
8 Th, 10/10	7, 8, 9	Planning for Transition	Wehman, (2011), Chapter 5 (cont'd) Article 7: Halpern, 1993  Mastering the Maze (pp. 63 – 86)	Assignment 8.1: Answer Study Question for Article #7
9 Th, 10/17	7, 8, 9	Interagency Collaboration	Test et al. (2006), Chapter 5 Wehman, (2011), Chapter 6	Assignment 9.1: Assessment for Transition Project
10 Th, 10/24	5, 10, 11, 12	Interagency Collaboration	Wehman, (2011), Chapters 7 & 8	<b>QUIZ 2 (on-line Due BEFORE Class)</b> Assignment 10.1: TNT MODULE 5: Alabama Partners in Transition Series Lesson 2: Transition Stakeholders Roles & Responsibilities
11 Th, 10/31	5, 9, 10	Transition to Employment - Vocational Rehabilitation	Article 8: Kardos & White (2006)	Assignment 11.1 Answer Study Question for Article #8  Bring IEP/IPE project drafts to class <b>and</b> Print guest speaker notes from Canvas
12 Th, 11/7	5, 10, 11, 12	Transition to Post-Secondary Education	Test et al. (2006), Chapter 6	
13 Th, 11/14	4, 7, 8, 10, 11	School & Community-Based Preparation	Test et al. (2006), Chapters 7 & 8	

Week	Course Objectives	Weekly Topic	Reading Assignment	Written Assignment & Due Date
14 Th, 11/21	5, 9, 10	7, 8, 10,11	Transition to Community Independent Living and Community Participation Article 9: Sitlington 1996	Assignment 14.1: Answer Study Question for Article #8  <b>QUIZ 3 (on-line Due BEFORE Class)</b>
15 Th, 11/28			<b>THANKSGIVING BREAK</b>	
16 Th, 12/05	7, 8, 10, 11	Current and Future Issues		Assignment 16.1: Post Course Assessment Assignment 16.2: Transition Planning Project

**NOTE:** *This schedule is a guide and may be need to be adjusted according to class needs. Guest speakers also may make presentations to this class based on their availability. They will provide valuable information on select topics that reflect current and pertinent practices in the field of transition. As such, information they present is considered to be part of the content for this course and subject to evaluation.*

## 7. Course Requirements/Evaluation:

a. **QUIZZES (TOTAL 300 points, 100 points each).** There will be **3** quizzes in this course.

### b. ASSIGNMENTS, LEARNING ACTIVITIES, & PROJECTS

#### b.1 - ASSIGNMENTS (TOTAL 250 points):

- (1) **Student Information Sheet (complete/incomplete)** The purpose of this activity is to provide me (your teacher) with basic information about you (the student) so I can know more about your background of experiences and current status that may influence how you engage in the material to be presented in this course.
- (2) **Expectations Activity (complete/incomplete)** The purpose of this assignment is to identify your *Expectations*, *Learner's Responsibilities* and *Instructors' Responsibilities* for the course.
- (3) **Pre/Post Course Assessment (TOTAL 20 points – 10 point each)** This a practice test. The purpose of this test is to determine your knowledge of transition practices and concepts. You will complete both a pretest and posttest on the major concepts to be presented in this course.
- (4) **Disability History Review (TOTAL 50 points)**  
Visit the *Museum of disABILITY* at <http://disabilityhistoryweek.org/>, Disability History Museum at <http://www.disabilitymuseum.org/dhm/index.html>, and the Disability Social History Project at <http://www.disabilityhistory.org/>.

READ the Web pages covering information for 1950-2000 and be prepared to discuss this content in class. Conduct an in depth review of **one** time period that you were assigned in class. Answer the *Historical Reflection Questions* provided to you in your *Disability History Assignment*.

- (5) **Study Article Discussions/Questions (TOTAL 80 points – 10 point per question)**  
In addition to your textbook readings, you will read a select number of journal articles. You will answer the study guide questions on the discussion board for each article assignment. Under assignments you will see a link for the study question discussion. The instructions for the discussion are located here, as well as on the discussion when you click the link. You will see the guidelines, the questions, a link to the article, and a rubric, right above where you post. You can access the discussion board through the assignment link or discussion board. Please submit a comment under the assignment link once you have completed the discussion board posts. A simple “done” or “I am finished” will suffice. This will allow for the discussions to be graded.

#### Requirements for Study Guide Questions Discussions:

- Post on the discussion board for the appropriate study question
- You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 3 sentences)
- You must also respond to 2 of your classmates post. A response must be at least two sentences and be a reaction to their post.
- Each question should have at least a paragraph response (i.e., three complete sentences minimum).

- (6) TNT Modules I, II, V.2 (TOTAL 100 points, Module 1 = 30, Module II =30 and Module V.2=40)** Complete the online registration for TNT training modules I, II, and V.2 “Foundations of Transition”, “Assessment for Transition,” and “Alabama Partners in Transition, Lesson 2: Transition Stakeholders Roles and Responsibilities” by going to the Auburn Transition Leadership Institute, Training iN Transition Modules (TNT) website: (<https://fp.auburn.edu/institute/TNT/TNT.aspx>). Follow the directions for completing each of the training modules. Print out e-mail verification that you have completed the module. Save the printed copy for your records and submit an electronic version of this e-mail to Canvas.

**b.2 - LEARNING ACTIVITIES (TOTAL 100 points)**

You will participate in a number of learning activities throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., write brief responses, solve problems, or develop a plan). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. The amount of points per activity will typically range from 1 to 3 points, depending on the complexity of the activity. If you are absent, **learning activities cannot be made-up**. However, if you provide an excuse that meets university approval, you will be allowed to complete an alternate assignment. It is your responsibility to provide an excuse and to request a replacement assignment.

**b.3 – PROJECTS (TOTAL 350 points Undergraduates; 600 points Graduates)**

**(1) Assessment for Transition Project (TOTAL 150 points)**

Identify a youth or young adult between the ages 14-22 (preferably with a disability). Administer the student version of the Transition Planning Inventory-Updated Version (TPI-UV) Compare the results of the TPI with the Alabama Transition Standards. Identify the young person’s strengths and weaknesses according to the Alabama Transition Standards’ strands.

**(2) Transition Planning Project TOTAL 200 points)**

The cumulative project for this course addresses purpose and procedures used in transition planning. This project will include three parts:

- **Part I- Purpose of Planning**

Describe the overall purpose of transition planning and why it is important for students with disabilities. (2 pages minimum, individual)

- **Part II- Individualized Education Program for Transition**

Develop an Individualized Education Program (IEP) using the information in the case study provided and in your assignment folder on Canvas (group).

- **Part III- Adult Service Linkages- Vocational Rehabilitation Services**

Write a summary of the steps involved in the referral process and becoming eligible for vocational rehabilitation services (individual). Identify an appropriate employment goal for the case study student’s Individualized Plan for Employment (IPE) (group).

After the written components of this project are completed the groups will reconvene and present their projects in a Mock IEP on the final day of class.

**(3) Poster Presentation Project (TOTAL 250 points-GRADUATE STUDENTS ONLY).**

Prepare a poster and an accompanying 2-page summary with a reference page including 8 references from **peer reviewed** journals-APA style. This project is to be completed on any approved area related to transition from school to work. Your textbook for this class cannot be used as a reference. Websites are discouraged, but if used, no more than **two** websites can be included as references. The paper must be typed, double spaced, and in 12 point font. Poster presentations will be considered for the *Future of Transition* Student Poster Session Competition

(Graduate Student Division) at the Alabama Transition Conference March 5, 2012, at the Marriott Grand National, Opelika, AL.

· Topic/One paragraph description submitted =	10 point
· Outline for paper w/ references =	40 points
· Poster and summary paper =	<u>200 points</u>
	<b>250 points TOTAL</b>

## 8. Rubric and Grading Scale:

Undergraduate Grading and Evaluation		Graduate Grading and Evaluation	
Assignments	250	Assignments	250
Learning Activities	100	Learning Activities	100
(3) Quizzes	300	(3) Quizzes	300
Assessment for Transition Project	150	Assessment for Transition Project	150
Transition Planning Project	<u>200</u>	Transition Planning Project	200
<b>Total Points</b>	<b>1000</b>	Poster Presentation Project	250
		<b>Total Points</b>	<b>1250</b>
900-1000	A	1120-1250	A
890-800	B	1110-1000	B
790-700	C	990-870	C
690-600	D	860-750	D
590-below	F	740-below	F

**Course Evaluation:** Student perception and evaluation of the course is valued by the instructor, the department, and the university. There are specific methods for obtaining student perception and evaluation of the course requested. These evaluation procedures are both formative and summative in nature.

## 9. Class Policy Statements:

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

- Attendance:** Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
- 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 *Student Policy eHandbook* for more information on excused absences.

- c. Make-Up Policy: Arrangement 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 an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- d. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Assignments are to be of a quality that would be expected of a professional.

Assignments must be turned in the day the assignment is due and during the regularly scheduled class time. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by an excuse approved by the university.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

- e. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universypolicies/Policies/AcademicHonestyCode.pdf> ) 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.
- f. Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
- g. 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, and addendum to your syllabus and/or course assignments will replace the original materials.
- h. 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 <http://education.auburn.edu/aboutus/conceptfmwrk.html>. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
  - Contribute to collaborative learning communities
  - Demonstrate a commitment to diversity
  - Model and nurture intellectual vitality

**Note: Auburn University Policy on Classroom Behavior:** . . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the

virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence. (See *Student Policy eHandbook* <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>).

- 10. Justification for Graduate Credit:** Students enrolled in RSED 6170 will be required to complete additional coursework to demonstrate their ability to critically analyze professional literature in the field of transition and to evaluate and report their findings.