**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** RSED 5190/6190/6196

**Course Title:** Community-based Instruction and Related Services

**Credit Hours:** 3

**Prerequisites:** none

**Co-requisites:** none

1. **Term: Fall 2015**

**Day/Time:** 4:00-6:30

**Instructor:** Caroline Dunn **GTA:** Betty Schiffer **GTA**: Yolandria Rachel

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**Contact Information:** dunnca1@auburn.edu

 844-2086

**Office Hours:** Tues. 6:30-7:30 or by appointment

1. **Textbooks**

Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition planning for secondary

students with disabilities. (4th ed.) Boston, MA: Pearson.

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

**Selected Readings**

|  |  |
| --- | --- |
| (1)(2) (3) (4)(5) | Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children, 58*, 202-211.Carter, E., Trainor,, A., Cakiroglu, Swedeen, B., & Owens, L. (2010). Availability of and access to career development activities for transition-age youth with disabilities. *Career* *Development for Exceptional Individuals, 33*(1), 13-24.Ferguson, C., & Rodriguez, V.(2005). *Engaging families at the secondary Level: What schools can do to support family involvement*. National Center for Family & community Connection with Schools.Government Accounting Office (2012). *Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition to High school*Flannery, K.B., Slovic, R., Benz, M., & Levine, E. (2007). Priorities and changing practices: Vocational rehabilitation and community colleges improving workforce development programs for people with disabilities. *Journal of Vocational Rehabilitation, 27,* 141-151. |

**Other Resources**

Alabama Transition Standards

(<https://fp.auburn.edu/institute/publications/documents/AlabamaTransitionStandards.pdf>)

Mastering the Maze

(<https://www.alsde.edu/sec/ses/Policy/Mastering%20the%20Maze.pdf>)

Preparing for Life

<http://www.alsde.edu/sec/ses/Transition/Preparing%20For%20Life%20Transition%20Planning%20Guide%202015.pdf#search=preparing%20for%20life>

1. **Course Description:** This course prepares teachers to assist secondary students with disabilities as these youth work toward their selected post-school outcomes. Provides an in-depth study of transition programs and practices for youth with disabilities as they transition into adulthood.
2. **Course Objectives and Student Learning Outcomes:**

Student Learning Outcomes

1. Connect theory to practice to design instruction that meets the individual needs of students
2. Promote the development of independence and inclusion in the community for transition-age students with disabilities

 Course Objectives

1. Demonstrate knowledge of federal/state regulations and educational service models related to secondary programming.
2. Use student assessment instruments and techniques, including functional and vocational knowledge and skills. 290-3-3-.34 (2)(h)2.
3. Develop, select, administer, and interpret formal and informal assessments. 290-3-3-.34(2)(h)3.(i)
4. Identify methods for determining appropriate curricular materials for individual students. 290-3-3-.36**(1)(c)1.(i)**
5. Demonstrate knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
6. Modify teaching and assessment methods, materials, techniques, and learning environments in the school and community to meet students’ needs. 290-3-3-.36 (1)(c)1.(ii)
7. Plan and facilitate transition programs within and outside the school setting. 290-3-3-.34 (2)(a)3.(ii)
8. Describe collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). 290-3-3-.36(1)(e)1.
9. Work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
10. Plan and implement an instructional program in the areas of academics and transition. 290-3-3-.36(1)(c)2.(i)
11. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 290-3-3-.36(1)(1)(c)2.(ii)
12. Develop a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
13. Identify and discuss the current and future issues critical to successful transition programs.

*This syllabus is a tentative outline for Fall 2015 semester and* ***is subject to change.***

1. **Course Content & Schedule:**

| **Week*****(Course Objectives)*** | **Theme/****Question** | **Weekly Topic** | **Pre-Class Learning Activities**  | **In-Class Activities** | **Due Today**  |
| --- | --- | --- | --- | --- | --- |
| Aug. 18*(H)* | Who do we serve and what regulations guide us?  | Introductions and Course Overview |  | Self-Assessment of Learning Outcomes & Course Objectives Card Sort |  |
| Aug 25*(A)* | Review of Student Characteristics, Outcomes, & StatusOverview of Federal/State Regulations and Educational Service ModelsReview of AL Graduation Options | **Read:** Article1: Halpern (1992). *Transition: Old wine . . . Foundations of Transition***Answer:** Article 1: Study Question/Discussion **Complete**: TNT MODULE 1 | Create Fact Sheet on Transition Planning for Secondary Students with Disabilities |  |
| Sept. 1(*B, G)* | What is the foundation for providing services? | Career Development and Individuals with Disabilities  | **Read**: Flexer, et al. (2013). Chapter 4 - *Career Development Theories for Transition Planning* Article 2: Carter et al., (2010) *Availability of and Access to Career Development Activities***Answer:** Flexer, et al. (2013). Chapter 4 - Study Question #2/Discussion  | Application Activity   |  |
| Sept. 8*(B, C)* | Functional Transition Assessment | **Read:** Flexer, et al. (2013). Chapter 5 - *Transition Assessment***View** TAGG demo <https://www.youtube.com/watch?v=8frNGvi6ltg&feature=youtu.be> and discuss how you might use. | Go over: Assessment & IEP Assignment |  |
| Sept. 15*(E, H, J)* | Planning for Transition | **Read:** Flexer, et al. (2013). Chapter 6 - *Developing Post Secondary Goals*Wehman, (2011), Chapter 3 – *Developing the Transition Curriculum* | Case Study | **QUIZ 1 (on-line Due BEFORE Class)** |
| Sept. 22*(E, G, H, L)* | Planning for Transition cont.IEP | **Read**: Flexer et al. (2013). Chapter 9-*Developing and Teaching the Transition IEP*Wehman, (2011), Chapter 5 *Writing the Transition Individualized Education Program* **View**: *AL IEP Form* slide show and identify the 3 most important things you learned**View**: *Prioritizing Instruction: Where to Start* and identify a minimum of 3 other factors to consider when prioritizing instruction | Case Study |  |
| Sept. 29*(D, E, F, H)* | How do I  deliver services? | Overview of Evidence-Based Practices in TransitionCollaboration for Transition(Related Services: in-school) | **Read:** http://nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Evidence-Based\_Practice\_Flyer.May2013.pdfFlexer, et al. (2013). Chapter 8 –*Collaborative Transition Services*Wehman, (2011), Chapter 6*Implementing the Transition Individualized Education Program* Article 3: *Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement* **Answer:** Flexer, et al. (2013). Chapter 8 - Study Question #1 and 3/Discussion  | Explain EBP MicroteachingActivity: Strategies for Encouraging and Supporting Collaboration |  |
| Oct. 6 *(G, H)* | Collaboration for Transition(Adult Services: post-school) | **Read**: Flexer et al., (2013). Chapter 10-*Coordinating Transition Services*Wehman (2011) Chapter 8-*Strategies for Funding & Resources Needed for Transition Individualized Education* *Programs*Article 4*: Government Accounting Office Report on Transition***Answer**: After reading the GAO report on Transition, identify what you think are the top 3 challenges related to the transition of youth with disabilities.   | On-Campus Students will participate and attend the Therapuetic Camp Community FairDE Students will conduct a needs assessment for a transition fair and develop a brochure that identifies and highlights resources for addressing needs. Resource: <http://nsttac.org/content/transition-fair-toolkit> | **QUIZ 2 (on-line Due BEFORE Class)** |
| Oct. 13*(G, H, K)* | Community-Based Instruction | **Read**: [*http://project10.info/DetailPage.php?MainPageID=158*](http://project10.info/DetailPage.php?MainPageID=158) | Activity: Develop lesson/activity with data collection | **Assessment and Profile**  |
| Oct. 20*(L)* | A Whole Lott More |  | Attend or View “A Whole Lott More” viewing. Participate in discussion |  |
| Oct. 27*(D, E, F)* | Evidence-Based Practices Microteaching |  | Resource: <http://nsttac.org/content/evidence-based-practices-secondary-transition> | **Microteaching** |
| Nov. 3*(G, I, J, K)* | Transition to Employment  | **Read**: Flexer, et al., (2013) *Chapter 12- Transition to Employment* Wehman (2011). *Chapter 7-Employment*Pacer Center-*Work-based Learning for Students with Disabilities***Answer**: Flexer, et al. (2013). Chapter 12-Study Questions #1 & 7/Discussion  | Activity: Develop School-Based Training Program |  |
| Nov. 10*(G, I, J, K)* | Transition to Employment cont. | **Resource**s:*Preparing for Life*[*http://www.transitionta.org/download/PostsecondaryEducation/SCB%20Partnerships%20Guide.FINAL%201.pdf*](http://www.transitionta.org/download/PostsecondaryEducation/SCB%20Partnerships%20Guide.FINAL%201.pdf)*School-based enterprises brochure**Quality work-based learning programs NCSET* | Activity: Develop School-Based Enterprise |  |
| Nov. 17*(G, I, J, K)* | Transition to Post-Secondary Education & Training  | **Read:** Flexer, et al. (2013). Chapter 11 – *Transition to Post-Secondary Education*Article #5: Flannery, et al. (2007). *Priorities and changing practices .***Answe**r: Article 5: Study Question/Discussion  | Activity: Develop recommendations for preparing for postsecondary education  | **Complete IEP** |
| Nov. 24 | **Thanksgiving Holiday: No Class** |
| Dec. 1*(G, I, J, K)* |  | Independent Living and Community Participation  | **Read**: Flexer, et al. (2013). *Chapter 13 - Independent Living and Community Participation*  |  | **QUIZ 3 (on-line Due BEFORE Class)** |

**Note:** The in-class activities could change based on student need and interest.

**Distance learning courses:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.

1. **Course Requirements/Evaluation:**
2. **Pre-Class Learning Activities**-Students will complete learning activities prior to most classes to prepare them for the in-class discussion and activities. The purpose of these activities is to provide the students with basic background knowledge that they can apply in the in-class activities. The points for these activities range from 20 to 30 points each for a total of **300 points.** A brief description of the different kinds of activities follows:
3. **Article Discussions (TOTAL 90 points – 30 points per question)** For three of the assigned articles, you will respond to a discussion question. You will answer questions on the Canvas Discussion Board. Under “Assignments” you will find a link for “Article Discussions”. After you click this link you will be provided with instructions for answering your questions and posting your discussion response. This information is also found under the “Discussion” link.

Requirements for Article Questions/Discussion Assignment:

* Post your responses 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 one of your classmates posts. A response must be at least two sentences and be a meaningful and reflective reaction to their post.
1. **Chapter Study Question/Discussion Assignments (TOTAL 90 points – 30 points per assignment)** You will respond to three Study Question/Discussion Assignments from the Flexer, Luft, & Simmons (2013) text book. Please note that the number of questions per assignment may vary. Some questions are more in-depth and have multiple parts so you will only one question to answer. Other study questions/discussion assignments will included more than one question when responses required are brief in nature. You will post all your answers onto Canvas under “Assignments” and click the “Chapter Study Questions/Discussion” link. You will follow the same protocol as described above in item #3 for posting your discussion comments.
2. **TNT Module I (TOTAL 40 points)** Complete the online registration for TNT training Module I, Foundations of Transition 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.
3. **TAGG Demonstration**. **(TOTAL 30 points)** You will view the TAGG demo video. After viewing the video, you will discuss how you could use the results of the assessment. Include what you like about the assessment and what, if any, concerns or questions you have about its use. You will post all your answers onto Canvas under “Assignments” and click the “TAGG Demo” link.
4. Alabama IEP Slideshows **(TOTAL 50 points).** You will view the two AL IEP slideshows. For the AL IEP Form video, you will identify the 3 most important things you learned. For the Prioritizing Instruction video, you will identify a minimum of three other things you might think about when prioritizing instruction. You will post all your answers onto Canvas under “Assignments” and click the “Alabama IEP Slideshows” link.
5. **In-Class Learning Activities (TOTAL 300 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., develop recommendations, develop a data collection instrument, create a brochure). 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 5-30 points, depending on the complexity of the activity. You must be present in class to complete learning assignments; however, if you have 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.
6. **Community Fair (TOTAL 100 points).** You will either assist and participate in a Community Resource Fair in Auburn on Oct. 6 orconduct a needs assessment for a transition fair and develop a brochure that identifies and highlights resources for addressing needs**.** You will click on the “Community Fair” link. After you click this link you will be provided with instructions for completing and posting your responses to whichever option you choose.
7. **A Whole Lott More (TOTAL 50 points).** You will view a screening of “A Whole Lott More.” You will then participate in a discussion of the film. You will click on the “Whole Lott More” link. After you click this link you will be provided with instructions for participating in the discussion.
8. **Quizzes** **(TOTAL 300 points**). You will complete 3 on-line quizzes throughout the semester.
9. **Micro-teaching (TOTAL 200 points)** Students will demonstrate an evidence-based practice for teaching transition skills from an approved list. Presenters will actually teach a lesson to the rest of the class (who will be the students) using the evidence-based practice. The format to follow will be covered in class. Distance Education students will submit a videotape of their microteaching. Each presentation should be between 7-9 minutes. A handout that includes the definition/explanation of the practice and an **annotated bibliography of a minimum of 5 research studies that support the practice** should be shared with the class. Each annotation should be a minimum of 50 words.
10. **Assessment and IEP (TOTAL 250 points).** Each student will assess a secondary student with a disability in order to determine the student’s needs, taking into account the student’s preferences and interests as they relate to transition planning and programming. All students will administer the TAGG. In addition, they will select 3-4 other assessments to administer. Students will use the assessment information gathered from and about the secondary student as well as information from the secondary student’s most recent education evaluation to complete an IEP for the student. All students must administer assessments and write a profile. However, the IEP, can be complete in groups of up to 4 students.
11. **Rubric and Grading Scale:**

Pre-Class Activities 300

In-Class Learning Activities 300

Community Fair 100

Whole Lott More 50

Quizzes 300

Evidence-Based Practice Microteaching 200

Assessment & IEP 250

 1500

1350-1500 A

1200-1349 B

1050-1199 C

900-1049 D

< 1049 F

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
3. **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 this 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](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
4. **Make-Up Policy:**Arrangement to make up 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 from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.  The format of the make-up exam will be online via Canvas.
5. **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. To set up the meeting, please contact the instructor 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).
6. Honesty Code:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  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.
7. 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.
8. 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:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality