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| **RSED 5190, 6190, and 6196** **Transitions from Birth to Adulthood** ***Summer 2016*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Professor information:**Caroline Dunn, Ph. D.**Office: 1230 Haley Centerdunnca1@auburn.eduGraduate Assistant information:**Tamikia Brown, M.Ed.**Office: 1230 Haley Centerbrowntl@auburn.edu |  |

**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:** Summer 2016

**Dates:** June 27-July 27

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

**Instructor:** Caroline Dunn **GTA:** Tamikia Brown

**Office Address:** 1230 HC 1230 HC

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

 844-2086

**Office Hours:** M & W 4:30-6:00 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.

Test, D. (2012). *Evidence-based instructional strategies for transition.* Baltimore, MD: Brooks.

**Selected Readings**

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|  (1) (2)(3)(4)(5) | 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.Government Accounting Office (2012). *Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition to High school.*Martinez, D., & Queener, J. (Winter 2010). *Postsecondary education for students with intellectual disabilities*. HEATH Resource Center: The George Washington University.Kiernan, W., Hoff, D., Freeze, S., & Mank, D. (2011). Employment first: A beginning not an end. *Intellectual and Developmental Disabilities, 49*(4), 300-304. 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. |

**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 Summer 2016 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**  |
| --- | --- | --- | --- | --- | --- |
| **Week 1**June 27*(H)* | Who do we serve and what regulations guide us?  | Introductions and Course Overview | Review syllabus | • Self-Assessment of Learning Outcomes & Course Objectives• Expectations Activity• View: *A Whole Lott* *More*• Card Sort |  |
| June 29*(A)* | Review of Student Characteristics, Outcomes, & Status; AL Graduation Options: and Transition RegulationsWriting Student Profiles for IEP | **Read:** Test (2012). Chapter 1 –*Transition-Focused Education***Complete**: TNT MODULE 1 | • Write a profile from assessment information• Begin Fact Sheet on Transition Planning for Secondary Students with Disabilities   |  |
| **Week 2**July 4 | **NO CLASS** |
| July 6(*B, C, G)* | What is the foundation for providing services? | Transition AssessmentCareer Development and Individuals with Disabilities  | **Read**: Flexer, et al. (2013). Chapter 4 - *Career Development Theories for Transition Planning* **Read:** Flexer, et al. (2013). Chapter 5 - *Transition Assessment***Read**: Test (2012). Chapter 2- Transition Assessment for Instruction**Article 1 Question and Discussion**: Carter et al., (2010) *Availability of and Access to Career Development Activities* | • Application Activity • Update Fact Sheet  |  |
| **Week 3**July 11 | Community Resources | **Article 2 Question and Discussion**: Government Accounting Office Report on Federal Coordination and Transition  | Field visit to the Achievement Center-Meet there at 1:00 p.m. | **Assessment and Profile** |
| July 13 *(E, H, J)**(E, G, H, L)* | Overview of Evidence-Based Practices in TransitionEBP Instructional StrategiesPlanning for Transition IEP  | **Read:** Flexer, et al. (2013). Chapter 6 - *Developing Post Secondary Goals***Read**: Flexer et al. (2013). Chapter 9-*Developing and Teaching the Transition IEP***Read:** Test (2012). Chapter 3- *Teaching Strategies* and Chapter 4-Data**Review:**http://nsttac.org/sites/default/files/assets/pdf/pdf/ebps/Evidence-Based\_Practice\_Flyer.May2013.pdf**Read**: Test (2012). Chapter 5-*Student Focused Planning***EBP Instructional Strategies Microteaching 1****View ALSDE Secondary IEPs Webinar**: Identify the 3 most important things you learned | • Update Fact Sheet | **Microteaching 1** |
| **Week 4**July 18*(D, E, F, H)* | How do I  deliver services? | Alabama Alternate StandardsGuest Speaker: Betty SchifferPersonal Perspective or Postsecondary | **Read:** Flexer, et al. (2013). Chapter 11 – *Transition to Post-Secondary Education***Article 3** **Question and Discussion**: Martinez,(2010) *Postsecondary education for students with intellectual disabilities.*  | • Activity• Update Fact Sheet |  |
| July 20 *(G, H)* | EBP Instructional StrategiesTransition to Independent and Community PreparationPersonal Perspective or Postsecondary | **Read**: Flexer, et al. (2013). *Chapter 13 - Independent Living and Community Participation***Read**: Test (2012). Chapter 7-Bound for Success: Strategies for Teaching Life Skills | • Activity• Update Fact Sheet | **Microteaching 2** |
| **Week 5**July 25*(G, H, K)* | Transition to EmploymentCommunity-Based Work InstructionGuest Speaker: Tina Dortch, Project Search | **Read**: Flexer, et al., (2013) *Chapter 12- Transition to Employment* **Read**: Test (2012). Chapter 6: Student Development-Employment**Read**: [*http://project10.info/DetailPage.php?MainPageID=158*](http://project10.info/DetailPage.php?MainPageID=158)**Article 4 Question and Discussion**: Kiernan, Hoff, Freeze, & Mank, (2011). *Employment first: A beginning not an end.* | • Update Fact Sheet | **IEP** |
| July 27*(L)* | **Final Simulation:** Collaborators, Roles, and Strategies | **R** **Article 5 Question and Discussion**: *Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement*  |  |  |

**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 10 to 20 points each for a total of **70 points.** A brief description of the different kinds of activities follows:
3. **Article Questions and Discussions (TOTAL 40 points – 10 points per article)** There are 5 article and discussion activities. You only need to response to 4.For each of the assigned articles you complete, 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 article.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 5 sentences).
* You must also respond to one of your classmate’s posts. A response must be at least two sentences and be a meaningful and reflective reaction to their post.
1. **TNT Module I (TOTAL 20 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.
2. **Secondary IEP Webinar (10 points**) You will view the AL Secondary IEP webinar and respond to questions.
3. **In-Class Learning Activities (TOTAL 50 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 5-15 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.
4. **Transition Manual (TOTAL 70 points)** Students will develop a Transition Fact Sheet based on the content covered in class. A template will be provided and at the end of each class and/or before the next class meeting students will complete the relevant section of the Fact Sheet. This Fact Sheet will be used for completing the Final.
5. **Final (TOTAL 50 points).** On the last class day, students will participate in a simulation, which will require the integration and application of course content.
6. **EBP Instructional Strategy Micro-teaching (TOTAL 150 points)** Students will research and present on an evidence-based instructional strategy for transition. Students will create a portfolio focused on an evidence-based instructional strategy for teaching transition skills. They will also demonstrate the instructional strategy in class. Each presentation, including the demonstration of the implementation of the strategy, should be between 7-9 minutes. (Depending on the strategy, there might be a need for a longer amount of time. Please discuss with the instructor if you think you will need more than the allotted time.) For the demonstration of the strategy, on-campus students can implement the lesson using the rest of the class as students or select a student or two. What is most appropriate depends on the strategy and lesson. On-line students can use actual students, peers, family members, etc. . Distance Education students will submit a videotape of their microteaching. Each presentation should be between 7-9 minutes. A Summary/Fact sheet that includes the strategy, level of evidence, brief description of strategy, how and where strategy has been used, and your evaluation of the strategy. This will be shared with the class. The portfolio also includes an **annotated bibliography of a minimum of 5 research studies that support the practice.** Each annotation should be a minimum of 50 words.
7. **Assessment and IEP (TOTAL 100 points).** Student will assess a secondary student with a disability (could also be a student without a disability or an adult 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. On-campus students will work in assigned groups. On-line students can work individually or in groups of 3 or fewer. Students will administer a battery of 4 assessments to the same individual: (a) a person-centered planning instrument, (b) a career interest survey, (c) a teach-made functional skills assessment, and (d) an assessment that covers two or more areas. Students will use the assessment information gathered from and about the student to develop an IEP.
8. **Graduate Project (TOTAL 100).** Graduate 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>
9. **Rubric and Grading Scale:**

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| Undergraduate Students |  | Graduate Students |  |
| Pre-Class Learning Activities | 70 | Pre-Class Learning Activities | 70 |
| In-Class Learning Activities | 50 | In-Class Learning Activities | 50 |
| Transition Fact Sheet | 70 | Transition Fact Sheet | 70 |
| Final | 50 | Final | 50 |
| EBP Microteaching | 150 | EBP Microteaching | 150 |
| Assessment and IEP | 100 | Assessment and IEP | 100 |
|  |  | Graduate Project | 100 |
| TOTAL | 500 | TOTAL | 600 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 450-500 | A | 540-600 | A |
| 400-449 | B | 480-539 | B |
| 350-399 | C | 420-479 | C |
| 300-349 | D | 360-419 | D |
| <300 | F | <360 | 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