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| **RSED 5190, 6190, and 6196** **Community-based Instruction and Related Services*****Fall 2017*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Instructor information:**Betty Schiffer, Ph.D.**Office: 1232 A Haley Centerbjs0017@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:** Fall 2017

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

**Instructor:** Betty Schiffer, Ph.D.

**Office Address:** 1232 A HC

**Contact Information:** bjs0017@auburn.edu

**Office Hours:** T 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.

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.*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.Kiernan, W., Hoff, D., Freeze, S., & Mank, D. (2011). Employment first: A beginning not an end. *Intellectual and Developmental Disabilities, 49*(4), 300-304. Martinez, D., & Queener, J. (Winter 2010). *Postsecondary education for students with intellectual disabilities*. HEATH Resource Center: The George Washington University. |

**Other Resources**

* Alabama Transition Standards

<https://www.alsde.edu/sec/ses/Transition/Alabama%20Transition%20Standards-2014.pdf>

* Mastering the Maze

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

* Alabama Transition Engagement Series- Helping Students Achieve Post-School Outcomes

[(http://www.alsde.edu/sec/ses/ts/Resources/Engagement%20Series%20Handbook%201Completed%20with%20page%20numbers.pdf](http://www.alsde.edu/sec/ses/ts/Resources/Engagement%20Series%20Handbook%201Completed%20with%20page%20numbers.pdf))

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 2016 semester and* ***is subject to change.***

1. **Course Content & Schedule:**

| **Week*****(Course Objectives)*** | **Weekly Topic** | **In-Class Activities** | **Due Today**  |
| --- | --- | --- | --- |
| Aug. 22*(H)* | Introductions and Course Overview | Card Sort | Self-Assessment of Learning Outcomes & Course Objectives  |
| Aug. 29*(A)* | Review of Student Characteristics, Outcomes, & StatusOverview of Federal/State Regulations and Educational Service ModelsReview of AL Graduation Options | *Transition Manual* |  |
| Sept. 5(*B, G)* | Functional Transition Assessment Go over: Assessment & IEP Assignment | *Transition Manual* | **Read:** Flexer, et al. (2013). Chapter 5 - *Transition Assessment***Read**: Test (2012). Chapter 2- Transition Assessment for Instruction |
| Sept. 12*(B, C)* | IEP and TransitionTransfer of Rights | *Charles Case Study* | **Read:** Flexer, et al. (2013). Chapter 6 - *Developing Post Secondary Goals* and Chapter 9-*Developing and Teaching the Transition IEP***Due:** AL Secondary IEP |
| Sept. 19*(E, H, J)* | Career Development and Individuals with Disabilities  | *Transition Manual* | **Read**: Flexer, et al. (2013). Chapter 4 - *Career Development Theories for Transition Planning* **DUE Article 1 Discussion:** Carter et al., (2010) *Availability of and Access to Career Development Activities* |
| Sept. 26*(E, G, H, L)* | Overview of Evidence-Based Practices in TransitionExplain EBP MicroteachingCollaboration for Transition(Related Services) | *Transition Manual* | **Read:** Flexer, et al. (2013). Chapter 8 –*Collaborative Transition Services* and Chapter 10-*Coordinating Transition Services***DUE Article 2 Discussion**: Government Accounting Office Report on Federal Coordination and Transition **DUE: Transition Collaborators Community Fair** |
| Oct. 3*(D, E, F, H)* | Planning for Transition Transition to Independent Living  | Case Study Charles: Backward Planning*Transition Manual****Guest Lecturer: Sharon Weaver*** | **QUIZ 1 (on-line Due BEFORE Class)** |
| Oct. 10*(G, H)* | Flipped Classroom Collaboration ActivityView A Whole Lott More | Meet with group members for IEP and Parent Training projects View the movie, A Whole Lott More, link provided on Canvas | **DUE:** **Graduate Student Project Needs Assessment****DUE: A Whole Lott More Discussion** |
| Oct. 17*(G, H, K)* | Data Collection StrategiesCommunity-Based Instruction Community-Based Vocational Instruction | ***Guest Lecturer: Odessa Luna***Activity: Develop lesson/activity with data collection*Transition Manual* | **Read**: [*http://project10.info/DetailPage.php?MainPageID=158*](http://project10.info/DetailPage.php?MainPageID=158)**Read**: Test (2012).Chapter 4-Data Collection and Chapter 6  |
| Oct. 24*(L)* | Community-based Program | ***Guest Lecturer: Dana Stewart****Transition Manual* | **DUE Article 3 Question and Discussion**: *Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement* |
| Oct. 31*(D, E, F)* | Alabama Alternate StandardsAlabama Alternate AssessmentTransition Standards | ***Guest Lecturer: Lauren Ozment****Transition Manual*Using the standards to plan a lesson |  |
| Nov. 7*(G, I, J, K)* | Transition to Employment | ***Guest Lecturer: Tracy Easley****Transition Manual* | **Read**: Flexer, et al., (2013) *Chapter 12- Transition to Employment* **Read**: Test (2012). Chapter 3- *Teaching Strategies* and Chapter 4-Data Collection and Chapter 6 **Read**: [*http://project10.info/DetailPage.php?MainPageID=158*](http://project10.info/DetailPage.php?MainPageID=158)**DUE Article 4 Question and Discussion**: Kiernan, Hoff, Freeze, & Mank, (2011). *Employment first: A beginning not an end.***DUE: EBP Microteaching 1** |
| Nov. 14*(G, I, J, K)* | Transition to Employment cont. | Activity: Develop School-Based Enterprise or School-Based Training Program*Transition Manual* | **Read**: Pacer Center-*Work-based Learning for Students with Disabilities**Alabama’s Transition Engagement Series*[*http://www.alsde.edu/sec/ses/ts/Resources/Engagement%20Series%20Handbook%201Completed%20with%20page%20numbers.pdf*](http://www.alsde.edu/sec/ses/ts/Resources/Engagement%20Series%20Handbook%201Completed%20with%20page%20numbers.pdf)**DUE: IEP Project** |
| Nov. 21 | **THANKSGIVING BREAK** |
| Nov. 28*(G, I, J, K)* | Transition to Post-Secondary Education & Training  | Activity: Develop recommendations for preparing for postsecondary education*Transition Manual* | **Read:** Flexer, et al. (2013). Chapter 11 – *Transition to Post-Secondary Education***DUE Article 5** **Question and Discussion**: Martinez, (2010) *Postsecondary education for students with intellectual disabilities.***DUE:** **EBP Microteaching 2** |
| Dec. 5*(G, I, J, K)* | Putting it All Together | Final Parent Training Presentations in Class | **DUE: Transition Manual****DUE: Parent Training** |

**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 and Post Self-Assessment of Learning Outcomes and Course Objectives**-Students will complete a pre- and post-course self-assessment of learning outcomes and course objectives. Each assessment is worth 25 points for a total of (**50 points**).
3. **Article Questions and Discussions (TOTAL 100 points – 20 points per article)** There are 5 article and discussion activities.For each of the assigned articles students complete, they will respond to a discussion question. Students will answer questions on the Canvas Discussion Board. Under “Assignments,” there is 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. **In-Class 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., 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 5-20 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.
2. **Transition Manual (TOTAL 100 points)** Students will develop a Transition Manual based on the content covered in class. A template will be provided and at the end of most classes and/or before the next class, students will complete the relevant section of the Manual. The completed manual is due at the end of the semester.
3. **Transition Collaborators Community Fair (TOTAL 100 points).** The purpose of this project is to provide students with key information about agencies and programs involved in transition. On campus students, in groups of two, and DE students, individually or with one other class member, will be assigned one of the agencies/organizations (some listed below) involved in the transition process. They will interview a representative of the agency/organization. At a minimum, the following must be summarized: federal legislation/guidelines related to transition (if exists), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop a minimum of 3 strategies for educators for working with this agency or procedures for initiating services. As well, you are to develop a poster that describes the agency and strategies. This information should be summarized on a handout that you will distribute to class members. There will be an agency fair where the posters will be presented in class. Distance Education students will submit their assignment **(**Individual or group**)** and the instructor will post all posters on Canvas for everyone to review.

Vocational Rehabilitation Career/Tech Education Disability Organ.

Mental Health/Mental Retardation One Stop Career Center WIOA

Housing and Urban Development Families (PACER) Social Security

Students with Disabilities Services Juvenile Justice Other

1. **EBP Instructional Strategy Micro-teaching (TOTAL 200 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 that could be implemented during a transition lesson or in a community setting. Each presentation, including the demonstration of the implementation of the strategy, should be between 4-7 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. On-line students will submit a recording of their microteaching. The instructor will create a Dropbox file and share with the distance students so that they can upload their video to the file. It may be too large to attach on Canvas. Each presentation should be between 4-7 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 3 articles (at least 2 must be research articles) that support the practice.** Each annotation should be a minimum of 50 words.
2. **IEP (Case Study Charles) (TOTAL 100 points).** Students will review assessment data of a secondary student with a disability and will participate in self-assessment activities 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 use the assessment information gathered from and about a student, coupled with a Case study to develop an IEP.
3. **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. More information is available on Canvas. Resource: <http://nsttac.org/content/transition-fair-toolkit>
4. **Final**: **Parent Training on Transition (TOTAL 100 POINTS)** On the last day of class, students will participate in a simulation, which will require the integration and application of course content. On-campus students will work in groups, and distance education students may work in groups of 3 or less, or individually. Students will prepare a parent training on transition to inform parents of students pursuing the Alternate Achievement Standards Pathway of the available community resources and services to help plan for transition. The parent training simulation should include the following: (a) an agenda, (b) sign in sheet, (c) resources, and (d) a parent in put document/survey.
5. **Quizzes** **(TOTAL 150 points**). Students will complete 2 on-line quizzes throughout the semester.
6. **Rubric and Grading Scale:**

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| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| Self Assessment (25, 25) Article Discussions | 50100 | Self Assessment (10, 10) Article Discussions | 50100 |
| In-Class Learning Activities | 100 | In-Class Learning Activities | 100 |
| Transition Manual | 100 | Transition Manual | 100 |
| Collaborators’ Fair | 100 | Collaborators’ Fair | 100 |
| Quizzes (75, 75)Final Parent TrainingEBP Microteaching | 150100200 | Quizzes (75, 75)EBP MicroteachingFinal Parent Training | 150200100 |
| IEP |  100 | IEPGraduate Project | 100100 |
| TOTAL |  1000 | TOTAL | 1100 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 900-1000 | A | 990-1100 | A |
| 800-899 | B | 880-989 | B |
| 700-799 | C | 770-879 | C |
| 600-699 | D | 660-769 | D |
| <600 | F | <660 | 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