**AUBURN UNIVERSITY**

**Department of Rehabilitation and Special Education**

**Course Syllabus**

1. **Course Number: RSED 5170/ 6170**

**Course Title:** Transition from school to the community

**Credit Hours:** 3 semester hours (LEC 3)

 **Time:** Tuesdays 4:30-6:55 p.m.

Haley Center Room 2212

**Prerequisites:** None

**Corequisites:** None

**Instructor:** Karen Rabren, Ph.D.

 1234C Haley Center or 107 Ramsay Hall

 844-2082 or 844-5935

 rabreks@auburn.edu

 **Office Hours:** Tuesdays 3:00-4:00 p.m. (other times by appointment)

1. **Date Syllabus Prepared:** Updated December 2009
2. **Text or Major Resources:**

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

Mastering the Maze ([www.alsde.edu](http://www.alsde.edu))

**Selected Readings:**

|  |  |
| --- | --- |
| (1) | Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children, 58*, 202-211. |
| (2) | Test, D.W., Fowler, C.H., Richther, S.M., White, J., Mazzotti, V., Walker, A.R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128. |
| (3) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
|  |  |
| (4)  | Cartledge G. & Kourea, L. (2008). Culturally responsive classrooms for culturally diverse students with and at risk for disabilities. *Exceptional Children*, *74*, 351-371. |
| (5) | 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. |
| (6) | Capizzi, A. M., (2008, Sept/Oct). From assessment to annual goal: Engaging a decision-making process in writing measureable IEPs. Teaching Exceptional Children, 18-25. |
| (7) | Sitlington, P. L. (1996). Transition to living: The neglected component of transition. *Journal of Learning Disabilities, 29*, 31-40.  |

1. **Course Description:** This course is an introduction to the transition process of youth with disabilities from school to adulthood.
2. **Course Objectives:**
3. Understand the history and evolution of the transition movement from 1960's to the

 present.

1. Recognize elements common to the various transition movements.
2. Describe the prevalent models of transition.
3. Identify special education and rehabilitation legislation related to transition.
4. 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].
5. Develop appropriate assessment programs (both traditional and functional) for secondary youth in transition programs.
6. 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].
7. 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].
8. Design an Individualized Education Program for Transition [34 (1)(a)3, 34 (1)(b)3, 34 (1)(b)5, 36 (1)(a)2].
9. Identify adult service options for students with disabilities and the policy which drives each service [34 (1)(a)3, 36 (1)(a)2].
10. Identify and discuss the current and future issues critical to successful transition programs.
11. Demonstrate awareness of resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students; [34(1)(a)8].
12. **Course Content & Schedule:**

| **Week** | **Course Objectives** | **Weekly Topic** | **Reading Assignment** | **Written Assignment****&****Due Date** |
| --- | --- | --- | --- | --- |
| 1T, 1/12 |  | *Introduction and Overview to the Course* |  |  |
| 2T, 1/19 | 1, 2, 3 | *History and Legislation* | Chapter 1Article1: Halpern, 1992 |  |
| 3T, 1/26 | 4, 7, 11 | *Definitions, Models, and Best Practices* | Chapter 2Article 2: Test et al., 2009 |  |
| 4T, 2/2  | 7, 8 | *Student Self-Determination**Family Involvement* | Article 4: Cartledge, 2008Article 5: Wehmeyer, 2004 |  |
| 5T, 2/9 | 6 | *Assessing for Transition* | Chapter 3 |  |
| 6T, 2/16 | **Test 1** |
| 7T, 2/23 | 7, 8, 9 | *Planning for Transition* | Chapter 4Mastering the Maze |  |
| 8T, 3/2 | 7, 8, 9 | *Planning for Transition* | Chapter 4Mastering the MazeArticle 3: Halpern, 1993 | **Learning Activity #1**Roles in Transition**GRADUATE STUDENTS ONLY:**Research paper TOPIC submitted |
| 9T, 3/9 | **Alabama Transition Conference XX**The Marriott at Grand National3700 Robert Trent Jones Parkway Opelika, Alabama 36801 | **GRADUATE****STUDENTS ONLY:**Research paper OUTLINE with references submitted on Blackboard |
| 10T, 3/16 | Spring Break |
| 11T, 3/23 | 5, 10, 12 | *Interagency Collaboration* | Chapter 5 | **Learning Activity #2**Paper(Conference Session) |
| 12T, 3/30 | 7, 8 | *Transition to Post Secondary Education* | Chapter 6Article 6: Capizzi, 2008 |  |
| 13T, 4/6 | 7, 8 | *Transition to* *Community-Based/ Employment-Based Preparation* | Chapter 7, 8 | **GRADUATE STUDENTS ONLY:****Research PAPER due** |
| 14T, 4/13 | 7, 8 | *Transition to Community Independent Living* | Chapter 9Article 7: Sitlington, 1996 | **Learning Activity #3**IEP |
| 15T, 4/20 | 7, 8 | *Transition to Community Participation* | Chapter 10 |  |
| 16T, 4/27 | **Test 2** |

* **NOTE:** *Guest Speakers will 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.*
1. **COURSE REQUIREMENTS/EVALUATION:**

 **Assignments/Exams:**

1. **Two exams.** Examinations will be a combination of objective and short answer items

 **(30 points each).**

1. **Learning Activities**: Throughout the semester there will be 3 learning activities for which you will receive 10 points for the first two of the activities and 20 points for the third. The learning activities may begin in class and have follow-up assignments to be completed outside of class time. **(TOTAL 40 points, 2 @ 10 points each, 1 @ 20 points).**
2. **Research Paper (GRADUATE STUDENTS ONLY)**. Prepare a research paper that is a minimum 10 pages of content with 10 references--APA style. This paper is to be completed on any approved area related to transition from school to work. The paper must be typed, double spaced, and in 12 point font **(TOTAL 25 points).**

 **Topic submitted = 1 point**

**Outline for paper w/ references = 4 points**

**Research paper = 20 points**

1. **RUBRIC AND GRADING SCALE:**

|  |  |
| --- | --- |
| **Undergraduate Grading and Evaluation** | **Graduate Grading and Evaluation** |
| Examination IExamination IILearning ActivitiesTotal Points | 303040100  | Examination IExamination IILearning ActivitiesResearch PaperTotal Points |  30 30 40 25 125 |
| 90-10089-8079-7069-6059-below  | ABCDF | 112-125111-10099-8786-7574-below  |  A B C D 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.

1. **CLASS POLICY STATEMENTS:**
2. **Attendance**: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence. Unavoidable excuse from campus, other than illness, must be documented and cleared with the instructor in **advance**.

The Rehabilitation and Special Education Programs 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 “F” 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 Tiger Cub).

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 *Tiger Cub* for more information on excused absences.

1. **Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. 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 a university approved excuse.

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.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

1. **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 extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
2. **Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.
3. **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 Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
4. **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.
5. **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

**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 ***Tiger Cub***).

1. **Justification for Graduate Credit**: Students enrolled in RSED 6170 will be required to complete additional coursework (i.e., research paper) to demonstrate their ability to critically analyze professional literature in the field of transition and to evaluate and report their findings.