

RSED 5170  
Transition from School to  
Community

*Spring 2015*

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Department of Special Education,  
Rehabilitation, and Counseling

**College of Education**  
INSTRUCTOR INFORMATION:  
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COLLEGE OF EDUCATION



Faculty, staff and students  
strive to prepare and be professionals who are:

*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



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

**1. Course Number** RSED 5170

<b>Course Title</b>	Transition from School to the Community
<b>Credit Hours</b>	3 Semester Hours
<b>Course Meetings</b>	Tuesday, 4:00 – 6:20 p.m.   Haley Center 1212
<b>Prerequisites</b>	Departmental approval
<b>Corequisites</b>	None
<b>Instructor</b>	Courtney K. Dotson, ABD, CRC
<b>Office Location</b>	100A Ramsay Hall
<b>Phone/E-mail</b>	844-5918   ckd0004@auburn.edu
<b>Office Hours</b>	Mondays: 1:30 p.m. - 4:30 p.m.   Thursdays: 8:00 a.m. - 11:45 a.m. (other times by appointment)

**2. Date Syllabus Prepared:** Updated December 2014

**3. 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
- Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brooks.
- Mastering the Maze: (more details will follow) <http://www.alsde.edu/Pages/home.aspx>
- National Technical Assistance Center on Transition (N-TACT): <http://www.nsttac.org/>
- [Auburn Transition Leadership Institute](https://web.auburn.edu/institute/), <https://web.auburn.edu/institute/>

**Selected Readings:**

- (1) 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.
- (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) Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children*, 58, 202-211.
- (4) Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, 59, 486-498.
- (5) Kellems, R.O. & Morningstar, M.E. (2009). Tips for transition. *Exception Children*, 43, 60-68.
- (6) 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.
- (7) Sitlington, P. L. (1996). Transition to living: The neglected component of transition. *Journal of Learning Disabilities*, 29, 31-40.
- (8) 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. 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 T, 1/20	1, 2, 3	Introduction and Overview to the Course		<b>Team Research Poster Session Topic Due &amp; Pre-Course Assessment Due</b>
2 T, 1/27	4, 7, 11	History and Legislation	Test et al. (2006), Chapter 1 Wehman, (2011), Chapter 1, pp. 1-4 Article 1: Halpern, 1992	<b>Team Research Poster Session Descriptive Paragraph Due</b>
3 T, 2/03	7, 8	Definitions, Models, and Best Practices	Test et al. (2006), Chapter 2 Article 2: Test et al., 2009	
4 T, 2/10	7, 8	Student Self-Determination Family Involvement	Wehman, (2011), Chapter 2 Article 3: Cartledge, 2008 Article 4: Wehmeyer, 2004	<b>First Draft of Poster Due &amp; TNT Module VI, Lesson 1 <i>Welcome to Transition!</i></b>
5 T, 2/17	6	Assessing for Transition	Test et al. (2006), Chapter 3 Article 5: Capizzi (2008)	<b>EXAM 1</b> Readings and Notes
6 T, 2/24	7, 8, 9	Planning for Transition	Test et al. (2006), Chapter 4 Wehman, (2011), Chapter 1, pp. 4-23 Introduction Mastering the Maze Introduction to Spencer Jones	<b>Final Draft of Poster Due</b>
7 T, 3/03	<b>2015 Alabama Transition Conference   Marriott at Grand National   Opelika, Alabama</b> Attendance at Conference with Assigned Volunteer Activities   No on-campus class meeting this week.			
8 T, 3/10	7, 8, 9	Planning for Transition	Test et al. (2006), Chapter 4 (cont'd) Wehman, (2011), Chapter 4 Article 6: Kellems & Morningstar (2009)	<b>TNT Module IV, Lesson 1 <i>Introduction to Alabama's Transition Standards and the IEP &amp;</i></b>

Week	Course Objectives	Weekly Topic	Reading Assignment	Written Assignment & Due Date
				<b>TNT Module IV, Lesson 2 <i>Using Assessment for Transition Planning</i></b>
9 T, 3/17	7, 8, 9	Planning for Transition	Wehman, (2011), Chapter 5 Article 7: Halpern, 1993 Mastering the Maze	<b>TNT Module IV, Lesson 3 <i>Writing Measurable IEP Goals</i></b>
10 T, 3/24	<b>Spring Break</b>			
11 T, 3/31	<b>EXAM 2   Readings and Notes &amp; Transition Planning Project Draft   In-Class Activity</b>			
12 T, 4/07	5, 10, 11, 12	Interagency Collaboration	Test et al. (2006), Chapter 5 Wehman, (2011), Chapter 6, 7, & 8	<b>Transition Planning Project Draft In-Class Activity</b>
13 T, 4/14	7, 8, 10, 11, 20	Transition to Postsecondary Education/Community-Based/ Employment-Based Preparation	Test et al. (2006), Chapter 6 Wehman, (2011), Chapter 7 & 8	<b>Transition Planning Project Draft In-Class Activity</b>
14 T, 4/21	<b>Transition Planning Project Complete &amp; Mock IEPs In-Class Activity</b>			
15 T, 4/28	7, 8, 11	Transition to Community Independent Living and Community Participation	Chapter 9 & 10 Article 8: Sitlington, 1996	<b>Post-Course Assessment Due</b>
FEW T, 5/05	<b>EXAM 3: TBA</b>			

**NOTE:** *This schedule is a guide and may be need to be adjusted according to class needs. Also, guest speakers 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:

### Assignments/Learning Activities, Exams, and Projects:

- a. **\*BONUS\* Pre/Post Course Assessment: (2 points – 1 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 pre-test and post-test on the major concepts to be presented in this course. This online assessment is provided to each student via Canvas.
- b. **Three exams: (20 points each).** Examinations will be a combination of objective and short-answer items.
- c. **Training iN Transition “TNT” Modules: (10 points)**  
<https://web.auburn.edu/institute/TNT/TNT.aspx>.  
Complete the online registration for the TNT modules listed below and according to the course schedule. Follow the directions for completing each of the training modules. Print out the e-mail confirmation that you have completed the module. Save the electronic certificate for your records.
  - **Module IV, Lesson 1: Introduction to Alabama’s Transition Standards and the IEP**
  - **Module IV, Lesson 2: Using Assessment for Transition Planning Module**
  - **Module IV, Lesson 3: Writing Measurable IEP Goals**
  - **Module VI, Lesson 1: Welcome to Transition!**
- d. **Team Research Poster Presentation: (10 points).** Prepare a poster and an accompanying 1-2 page summary with a reference page including **6** references from **peer reviewed** journals-APA style. This project is to be completed on any approved topic related to transition from school to work. Your textbook for this class can only be used once as a reference. Websites are discouraged, but if used, no more than **one** website can be included as a reference. The paper must be typed, double spaced, and in 12 point font. Poster presentations will be considered for the *Soaring to New Heights* Poster Session Competition (undergraduate division) at the 2015 Alabama Transition Conference, held at the Marriott at Grand National, Opelika, Alabama. **This team assignment must not exceed any more than two students, different majors (i.e., special education, rehabilitation counseling).** This assignment should include the following:
  - **Topic** (*see instructor for suggested topics*)
  - **One paragraph description** (no more than 300 words)
  - **Outline**
  - **1 – 2 page summary with references**
  - **Poster** (*using MS Office PowerPoint Template provided by the instructor*) **and handouts** (*if applicable*)
  - **Free printing:** Poster can be printed free of charge at the University’s library, <http://mdrl.lib.auburn.edu/index.php/lab-use>.

**More about the competition:** High school and college students are invited to present posters designed to inform conference participants of important concepts that can be grasped visually—for example, transition-related strategies for achieving a goal or starting a collaborative enterprise, results from a research project, tips for success, or a map of resources. The posters should use graphics in a well-designed and engaging way. A panel of judges will evaluate posters for the most informative and best representation of a transition topic. The three division winners (high school, undergraduate, and graduate) will be announced Wednesday morning during the Transition Update and will be acknowledged on a plaque which will be on display

during future Alabama Transition Conferences and at the Auburn Transition Leadership Institute at Auburn University.

The [2015 Alabama Transition Conference Poster Session Competition](#) is scheduled to be held on [Tuesday, March 3rd, 2:30 – 3:30 PM](#) in the Lobby Lounge at the Marriot Conference Center. Please plan to be present when your poster is displayed so that any questions of those in attendance may be answered. If you have handouts, you should prepare for 150 persons.

All hanging materials will be provided by ATLI and the hotel. Your poster should be in the Lobby Lounge by 1:15 PM and assembled by 2:00 PM Tuesday, March 3rd. The dimensions for the posters are 48" width x 36" Height.

- e. **Collaborative Transition Planning Project and Mock IEP: (20 points).** The cumulative project for this course addresses purpose and procedures used in the transition planning process. This project includes three parts: (1) describing the purpose of transition planning, (2) developing an IEP and IPE, determining needed adult linkages (e.g., vocational rehabilitation), and (3) presenting a mock IEP meeting. **This collaborative assignment will not exceed any more than six students, three teams serving as a transition stakeholder (i.e., special education teacher, general education teacher, rehabilitation counselor, student, principal, special education coordinator, job coach, paraprofessional, etc.).**

- **Part I- Purpose of Planning**

Describe the overall purpose of transition planning and why it is important for students with disabilities. (3 pages minimum)

- **Part II- Individualized Education Program and Individualized Plan for Employment for Transition**

Develop an Individualized Education Program (IEP) and Individualized Plan for Employment (IPE) using the information in the case study provided and in your assignment folder on Canvas. Write a summary of the steps involved in the referral process and becoming eligible for vocational rehabilitation services (may be included in Part 1). Specifically for the IPE, identify an appropriate employment goal for the case study student's IPE and indicate the reason for selecting the employment goal.

- **Part III- Present a Mock IEP (In-class Activity, 20-minutes per group)**

Each group will have 20-minutes during class time to complete this activity. This activity will help pre-service professionals understand the focus/compliance monitoring process (i.e., special education or quality control/assurance process (i.e., rehabilitation) as you become in-service professionals and are evaluated in your chosen field of study. The entire class will evaluate each group's presentation and provide constructive feedback. The instructor will provide the final grade assignment.

- f. **\*BONUS\* [2015 Alabama Transition Conference Volunteer](#): (4 points)**

<https://web.auburn.edu/institute/conference/xxv/volunteers.aspx>.

As in the past, the Auburn Transition Leadership Institute (ATLI) are extending an invitation to students to volunteer for four (4) hours per day, thereby earning a waived conference registration fee. The volunteer slots are on a first-come, first-serve basis, so please remember that once all slots are filled, ATLI will not be able to accommodate students at the conference.

## 8. Rubric, Grading, and Evaluation Scale:

Examination I	20	
Examination II	20	
Examination III	20	
Training in Transition "TNT" Modules	10	
Research Poster Presentation	10	
Collaborative Transition Planning Project & Mock IEP	20	
<b>Total Points</b>	<b>100</b>	
<b>*BONUS*</b> 2015 Alabama Transition Conference Volunteer	<b>4</b>	May be used across any exam
<b>*BONUS*</b> Pre/Post Course Assessment	<b>2</b>	May be used across any exam
<b>90-100 = A   89-80 = B   79-70 = C   69-60 = D   59-below = F</b>		

**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:

- A. 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 ([auburn.edu/studentpolicies](http://auburn.edu/studentpolicies)) for more information on excused absences.
- B. 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.
- C. 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. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.

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.

- D. Class Participation: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones ring or when cellphones, laptops or tablets ding and students respond in class, or leave class to respond, it disrupts the class. When students access Facebook and other such social media sites during class, their engagement in class discussions and course material decreases which impacts the learning of all in the class. Therefore, cell phones, laptops, tablets or similar communication devices during scheduled classes should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class.
- 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
- I. 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>).