

RSED 6170 and 6176
Transition from School to Community

Spring 2015

**Department of Special Education,
Rehabilitation, and Counseling**

College of Education

PROFESSOR 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 6170/6176
Course Title: Transition from School to the Community
Credit Hours: 3 Semester Hours
Course Meetings: Tuesday, 4:00 – 6:20 p.m. | Distance Education
Prerequisites: Departmental approval
Corequisites: None
Instructor: Karen Rabren, Ph.D.
Graduate Assistant: Betty Schiffer, M.Ed.
Office Location: 1234D Haley Center and 107 Ramsay Hall
Phone/E-mail: 334-844-2082 or 334-844-5927 | rabreks@auburn.edu
Tuesdays 2:30-3:30 p.m.
Office Hours: Phone call, Skype or FaceTime meetings can be scheduled by appointment.
Please e-mail one week in advance to set up a day and time.

2. **Date Syllabus Prepared:** Updated January, 2014

3. **Text or Major Resources(Required):**

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/>

Additional Selected Readings:

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.

Cartledge G. & Kourea, L. (2008). Culturally responsive classrooms for culturally diverse students with and at risk for disabilities. *Exceptional Children*, 74, 351-371.

Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children*, 58, 202-211.

Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children*, 59, 486-498.

Kellems, R.O. & Morningstar, M.E. (2009). Tips for transition. *Exceptional Children*, 43, 60-68.

Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals*, 32, 115-128.

Mazzotti, V. L., Rowe, D. A., Cameto, R., Test, S. Q., Morningstar, M. E. (2013). Identifying and promoting transition evidence-based practices and predictors for success: A position paper of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*, 36(3), 140-151.

Sitlington, P. L. (1996). Transition to living: The neglected component of transition. *Journal of Learning Disabilities*, 29, 31-40.

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.

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. Demonstrate awareness of resource agencies which provide personnel and services for improving and strengthening educational programs for exceptional students; [34(1)(a)8].
12. Identify and discuss the current and future issues critical to successful transition programs.

6. Course Content & Schedule:

Distance learning courses: Canvas is 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 below. You will earn **participation points** as determined by the date and time you access the course material on Canvas (see item #7a, Course Requirements/Evaluation). 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.

WEEK	COURSE OBJECTIVES	WEEKLY TOPIC	CLASS MEETING/READING ASSIGNMENT	WRITTEN ASSIGNMENTS
1 T, 1/20		<i>Introduction and Overview to the Course</i>	Canvas Module 1 Readings: 1.1: Welcome Note 1.2: Syllabus 1.3: Professional Standards and Course Objectives Comparison	1.1: Student Information sheet 1.2: Class Expectations NO WEEKLY DISCUSSION POST
2 T, 1/27	1, 2, 3, 4	<i>History and Legislation</i>	Canvas Module 2 Readings: 2.1: Test et al. (2006), Chapter 1 2.3: Wehman, (2011), Chapter 1, pp. 1-4 2.4: Halpern, 1992	2.1: Pre-Course Assessment 2.2: Disability History Assignment 2.3: Discussion Board Post on Weekly Readings
3 T, 2/03	3, 7, 8	<i>Definitions, Models, and Best Practices</i>	Canvas Module 3 TNT Module VI, Lesson 1, Welcome to Transition! Iris Module – Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings Readings: 3.1: Test et al. (2006), Chapter 2 3.2: Test et al., 2009	3.1: Disability History Discussion 3.2: Discussion Board Post on Weekly Readings 3.3: TNT Module VI, Lesson 1, <i>Welcome to Transition!</i>
4 T, 2/10	7, 8	<i>Student Self-Determination Family Involvement</i>	Canvas Module 4 Iris Module – Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings (continued) Readings: 4.1: Wehman, (2011), Chapter 2 4.3: Cartledge, 2008 4.4: Wehmeyer, 2004	4.1: Discussion Board Post on Weekly Readings 4.2: Iris Module questions 4.3: TNT Module IV, Lesson 1, <i>Introduction to Alabama's Transition Standards</i> (submit email confirmation)

WEEK	COURSE OBJECTIVES	WEEKLY TOPIC	CLASS MEETING/READING ASSIGNMENT	WRITTEN ASSIGNMENTS
5 T, 2/17	EXAM 1 Readings and Notes from Weeks 1-4 NO WEEKLY DISCUSSION POST			
6 T, 2/24	6	<i>Assessing for Transition</i>	Canvas Module 6 TNT Module IV, Lesson 2, Using Assessment for Transition Planning Iris Module – School Counselors: Facilitating Transition for Students with Disabilities from High School to Post-School Settings Readings: 5.1: Test et al. (2006), Chapter 3 5.2: Capizzi (2008)	6.1: TNT Module IV, Lesson 2, <i>Using Assessment for Transition Planning</i> (submit email confirmation) 6.2: Discussion Post on Weekly Readings
7 T, 3/03	7, 8, 9	<i>Planning for Transition</i>	Canvas Module 7 TNT Module IV, Lesson 3, Writing Measurable IEP Goals Iris Module – School Counselors: Facilitating Transition for Students with Disabilities from High School to Post-School Settings (continued) Readings: 7.1: Test et al. (2006), Chapter 4 7.2: Wehman, (2011), Chapter 1, pp.4-23 & Chapter 3 7.3: Introduction Mastering the Maze 7.4: INTRODUCTION TO CASE STUDY	7.1: TNT Module IV, Lesson 3, <i>Writing Measurable IEP Goals</i> (submit email confirmation) 7.2: Discussion Post on Weekly Readings 7.3: Iris Module questions
8 T, 3/10	7, 8, 9	<i>Planning for Transition</i>	Canvas Module 8 Readings: 8.1: Test et al. (2006), Chapter 4 (cont'd) 8.2: Wehman, (2011), Chapter 4 8.3: Kellems & Morningstar (2009)	8.1: Article Summary <u>or</u> Session from Conference 8.2: Discussion Board Post on Weekly Readings
9 T, 3/17	7, 8, 9	<i>Planning for Transition</i>	Canvas Module 9 Readings: 9.1: Wehman, (2011), Chapter 5 9.2: Mastering the Maze (identified sections) 9.3: Halpern, 1993	9.2: Discussion Post on Weekly Readings
10 T, 3/24	SPRING BREAK			

WEEK	COURSE OBJECTIVES	WEEKLY TOPIC	CLASS MEETING/READING ASSIGNMENT	WRITTEN ASSIGNMENTS
11 T, 3/31	EXAM 2 Readings and Notes from Weeks 6-9 NO WEEKLY DISCUSSION POST			
12 T, 4/07	5, 10, 11	<i>Interagency Collaboration</i>	Canvas Module 12 Readings: 12.1: Test et al. (2006), Chapter 5 12.2: Wehman, (2011), Chapter 6, 7, & 8	12.1: Transition Planning Project Draft IEP (Part 1) 12.2: Discussion Post on Weekly Readings
13 T, 4/14	7, 8, 10, 11	<i>Postsecondary Education</i>	Canvas Module 13 Readings: 13.1: Test et al. (2006), Chapter 6	13.1: Transition Planning Project Draft IPE Transition Planning Project Draft (Part 2) 13.2: Discussion Post on Weekly Readings
14 T, 4/21	7, 8, 10, 11	<i>Employment: School and Community-Based</i>	Canvas Module 14 Readings: 14.1: Test et al. (2006), Chapters 7 & 8 14.2: Wehman, (2011), Chapter 7 & 8 (continued)	NO ASSIGNMENTS DUE, EDIT PROJECTS
15 T, 4/28	12	<i>Community Independent Living and Community Participation & Future Directions</i>	Canvas Module 15 Readings: 15.1: Test et al. (2006), Chapter 9 & 10 15.2: Article 8: Sitlington, 1996 15.1: Mazzotti, et al. , 2013	15.1: Transition Planning Project DUE, ALL parts NO WEEKLY DISCUSSION POST
FINAL EXAM WEEK	EXAM 3 Readings and Notes from Weeks 12-15 Tuesday, May 5th by 5:30 p.m. and Course Post-test			

NOTE: This schedule is a guide and may be need to be adjusted according to class needs.

7. Course Requirements/Evaluation:

Assignments/Learning Activities, Exams, and Projects:

- a. **Class Participation (130 points total, 13 interactive classes x 10 points each).** Class sessions and materials will be posted for each class under the *Modules* tab. Instructions for viewing your class lectures will also be provided in each class module. You will receive a grade for viewing the materials in the module and watching *Panopto* sessions and/or your recorded Powerpoint slide shows. Your participation points are determined by the date and time you access the course material. Completion of weekly engagement will be assessed on the following Tuesday at 3:59 p.m. each week. For example: Class information for class one, to be held on Tuesday, January 20th, should be viewed before the scheduled class time for class two, Tuesday, January 27th at 3:59 p.m.
- b. **Student Information Sheet and Expectations Activity (complete or incomplete).** Each student will complete an information sheet about himself or herself, and an expectations activity (see Canvas). The information provided about yourself will allow the instructor to learn more about you and your interest in this subject. Through the expectations activity each student will identify his or her expectations for the course. This activity helps the instructor learn what the students' expectations about the course are before they become involved in the content of the course.
- c. **Disability History Assignment (40 points)**
Visit the *Museum of disABILITY* at <http://disabilityhistoryweek.org/>, Disability History Museum at <http://www.disabilitymuseum.org/dhm/index.html>, and the Disability Social History Project at <http://www.disabilityhistory.org/>.

READ the web pages covering information for 1950-2000 and be prepared to discuss this content on the discussion board. Conduct an in depth review of **one** time period that you will be assigned. Answer the *Historical Reflection Questions* (provided on Canvas) provided to you in your *Disability History Assignment*.
- d. **Disability History Discussion Board (20 points).** You will participate in a discussion board about your decade via Canvas. You will be required to post information for your classmates regarding the time period you were assigned and reflect on a post made by another student who completed his or her review on a decade other than the one assigned to you and make a few comments about that student's post.
- e. **Alabama Transition Conference Topic Summary OR Summary of an Article (40 points).** If you are attending the 25th Annual Transition Conference then you will write and submit a 1 page summary of a session you attended. If you are not, you will select an article from the list provided on page 3 of this syllabus and write a 1 page summary of the article.
- f. **Three exams (360 points total, 3 x 120 points each).** Examinations will be a combination of objective and short-answer items. These exams will be available on Canvas under the *Quizzes* tab. You will have one week to take the exam, but it must be completed by the DUE date on the syllabus. The exam will unlock one week before the due date and time. You will have one attempt to take the exam and it is timed. You may use your resources on the exam, but may not work together.

- g. **Training iN Transition “TNT” Modules (80 points total, 4 modules x 20 points each)**
<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. You must complete the entire module, including the post-test to receive an e-mail confirmation and certificate of completion. You will submit the certificate via Canvas upload to receive credit.
- **Module IV, Lesson 1: Introduction to Alabama’s Transition Standards and the IEP (20 points)**
 - **Module IV, Lesson 2: Using Assessment for Transition Planning (20 points)**
 - **Module IV, Lesson 3: Writing Measurable IEP Goals (20 points)**
 - **Module VI, Lesson 1: Welcome to Transition! (20 points)**
- h. **Iris Modules (40 points total, 2 x 20 points each).** You will visit the Iris Center at Vanderbilt University and complete two modules on the topic of transition. There are several components to these modules, so you will have two weeks to complete each. You will answer questions posed to you during these modules and submit your answers to Canvas to receive credit for this assignment.
- i. **Planning for Transition Project (160 points).** The cumulative project for this course addresses purpose and procedures used in the transition planning process. This project includes three parts:
Part I- Individualized Education Program – Focus on Transition Planning
Part 2- Individualized Plan for Employment – Employment Goals and Rationale
Part 3- Purpose of Planning: Describe the overall purpose of transition planning and why it is important for students with disabilities. (3 pages minimum)

You will receive more specific instructions about this assignment under the “Transition Planning Project” tab listed under “Assignments” on Canvas.

8. Rubric*, Grading, and Evaluation Scale:

Grading Criteria		Evaluation Scale	
Examination I	120	900-1000	A
Examination II	120	890-800	B
Examination III	120	790-700	C
Training iN Transition “TNT” Modules (20 points each)	80	690-600	D
Iris Modules (20 points each)	40	590-below	F
Disability History Assignment	40		
Disability History Discussion	20		
Conference or Article Summary	40		
Weekly Discussion Post	130		
Attendance/ Weekly Viewings	130		
Planning for Transition	160		
Total Points	1000		

9. Course Evaluation: Student participation and evaluation of the course is valued by the instructor, the department, and the university. There are specific methods for obtaining student participation and evaluation of the course requested. These evaluation procedures are both formative and summative in nature.

10. Class Policy Statements:

- a. Attendance: Students are expected to *attend* class each week by viewing and/or interacting with the content provided in each module posted on Canvas. You are expected to open and view the presentation(s) and read class material as it is scheduled. In order to learn and apply the information from this course, it is highly recommended that you follow the course schedule as it is listed in this syllabus. Participation points are assigned according to student engagement activity as recorded by Canvas.
- b. 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) for more information on excused absences. If unable to view a module in the week the module is assigned, an excuse will need to be provided to be given the opportunity to view the module at a later date and receive credit for the module missed for a particular week.
- c. Make-Up Policy: Arrangements 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 circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
- d. 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 on Canvas. All assignments should be posted on Canvas under their corresponding Assignment link. Please do not email assignments. 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.

- e. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) of 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, an 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

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 *Student Policy eHandbook* <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>).

- 11. Justification for Graduate Credit:** Students enrolled in RSED 6170 will be required to complete additional coursework (i.e., professional journal article or presentation summary, disability history assignment and planning for transition project) to demonstrate their ability to critically analyze professional literature in the field of transition and to evaluate and report their findings.