**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

**SPRING 2020**

**(Content subject to change)**

1. **Course Number:** RSED  4970/4973

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| **Course Title:**  | Transition Services through Emerging Adulthood in Rehabilitation |
| **Credit Hours:**  | 3 Semester Hours |
| **Course Location:**  | Haley 1218 |
| **Course Day/Time:** | Tuesdays, 4:00pm-6:30pm |
| **Prerequisites:** | None/enrolled in SERC undergraduate program |
| **Co-requisites:** | None |
| **Instructor:** | Dr. Kelley Mautz, CRC**,** ALC |
| **Phone/E-mail:** | 334-844-7676, leave a messageekm0031@tigermail.auburn.edu |
| **Office Hours:**  | Meetings by appointment only  |

1. **Date Syllabus Prepared:** January, 2020
2. **Text or Major Resources:**

**Required Textbooks**

Flexer, R.W., Baer, R.M., Luft, P., & Simmons, T.J. (2013). *Transition planning for secondary students with disabilities* (4th edition). Boston, MA: Pearson.

Arnett, J.J. & Tanner, J.T. (Eds.). (2006). Emerging adults in America: Coming of

age in the 21st century. Washington, D.C.: American Psychological Association.

**Selected Readings**

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| (1) | Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children,58*, 202-211. |
| (2) | Trach, J. S. (2012). Degree of Collaboration for Successful Transition Outcomes. *Journal Of Rehabilitation*, *78*(2), 39-48.  |
| (3) |  Plotner, A. J., Trach, J. S., Oertle, K. M., & Fleming, A. R. (2014). Differences in service delivery between transition VR counselors and general VR counselors. *Rehabilitation Counseling Bulletin*, *57*(2), 109-115. doi:10.1177/0034355213499075 |
| (4) | Hinton, V., & Meyer, J. (2014). Emerging adulthood: Resilience and support. *Journal of the National Council on Rehabilitation Education,* *28*(3), 143-157. |
| (5) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |

1. **Course Description:** This course is an introduction to the transition process of youth with disabilities from school to adulthood and employment with an emphasis on the developmental stage emerging adulthood and the services surrounding this specialized area for rehabilitation professionals.
2. **Course Objectives:**

Through assigned readings, course lectures, and course assignments, students will:

1. Understand the history and evolution of the disability movement from 1960's to the present.

2. Recognize elements common to the various transition movements and understanding models of transition.

3. Identify strategies for rehabilitation personnel to provide meaningful services related to emerging adults.

4. Identify rehabilitation and special education legislation related to transition.

5. Identify the characteristics, beliefs and values of emerging adults.

6. 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.

7. Examine an Individualized Plan for Employment (IPE) for an emerging adult.

8. Gain an understanding of the components and makeup of an Individualized Education Program (IEP).

9. Identify adult service options for exiting students with disabilities and the policy which drives each service.

10. Understand the trends and unique experiences of emerging adults becoming adults.

1. **Course Requirements/Evaluation:**

**a. Examinations (TOTAL 2 @ 25 points each):** There will be 2 take home examinations at midterm and final in this course.

**b. Assignments:**

(**1) Article Reflections (TOTAL 12 points, 3 reviews @ up to 4 points per article review):**

In addition to your textbook readings, you will read and review three of the five journal articles in the selected reading section on the syllabus. I have copies of each of these articles available upon request. Your review should articulate your reaction to the reading, implications for service providers, and what you take away from the reading as meaningful information? Was this new information? Was the article redundant? Write about it! Each article review should be 2-4 typed pages in APA format.

**(2) Individualized Education Program for Transition (TOTAL 8 points):**

Become familiar with your role as a rehabilitation professional in the IEP process. You will become familiar with the IEP document particularly the transition portion, the process, and the IEP meeting for the rehabilitation counselor and related professionals. Emphasis will be placed on how the document reflects the growing needs of emerging adults.

DETAILS WILL BE FORTHCOMING FOR THIS ASSIGNMENT.

**(3) Emerging Adulthood Autobiography Paper (TOTAL 20 points):**

This paper will be an opportunity for the student to reflect on the information learned on emerging adulthood and their personal experience living through the stages of emerging adulthood. This paper will not require external resources aside from the *Arnett* text. DETAILS/RUBRIC WILL BE FORTHCOMING ON THIS PAPER.

**c. Participation (TOTAL 10 points):**

All students have the opportunity to earn points toward the course total through participating in in-class activities, maintaining attendance, and/or completing weekly Canvas assignments (i.e. discussions). You must be present in class or have reviewed the on-line lecture (distance education students only) the week in which the activity is due or have provided a valid excuse in order to participate and earn points.

First, periodically throughout the semester, there will be discussion boards posted on Canvas. In addition to answering the discussion board question, you must respond to three peer responses. Do not reply to the same peers each discussion board posting. (TOTAL 10 points, 10 @ 1 point each)

Second, there may also be unannounced class activities with the weight of each activity varying – again, eligibility to participate will be based on class attendance/completion of lecture review during the week of the announcement. (TOTAL TBA)

**d. Grade Evaluation**

This course is based on a total of 100 points possible:

90-100 = A

80-89= B

70-79= C

60-69= D

59 & Below= F

1. **Proposed course outline:**

This is an on campus and distance education course. As such, the DE section is required to have proctors to participate in this course. **In this course the midterm and final exams require proctoring**. All other assignments are uploaded through CANVAS. Lectures are taped and uploaded to CANVAS for the DE students, therefore the lectures are asynchronous.

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| **Dates:** | **Topic:** | **Reading Assignments/ Activities-- Due Dates** |
| **Week 1:**January 14th  | Introductions, Course Overview, and Group Assignments |  |
| **Week 2:**January 21st | Emerging Adulthood: Understanding the New Way of Coming of AgePositive Outcomes and Transition | Arnett, Turner Chapter 1Flexer, Baer, Luft, and Simmons Chapters 1, 2**Discussion 1 due** |
| **Week 3:**January 28th  | Re-centering in Emerging AdultsMulticultural/Collaborative Competencies and Career Development | Arnett, Turner Chapter 2Flexer, Baer, Luft, and Simmons Chapters 3,4**Discussion 2 due** |
| **Week 4:**February 4th  | Emerging Structures of Adult Thought and Identity Formation in Emerging Adults | Arnett, Turner Chapter 3, 4**Discussion 3 due****Article Reflection 1 due** |
| **Week 5:**February 11th | Ethnic identity and Mental Health in Emerging Adults | Arnett, Turner Chapter 5, 6, 7**Discussion 4 due** |
| **Week 6:**February 18th  | Relationships and Sexuality in Emerging Adults | Arnett, Turner Chapters 8, 9, 10**Discussion 5 due** |
| **Week 7:**February 25th **No Class** | School and Work in emerging adults | Arnett, Turner Chapters 11, 12**Discussion 6 due****Article Reflection 2 due** |
| **Week 8:**March 3rd **No Class** | **Transition Conference** | **Midterm due****Discussion 7 due** |
| ***March 9th - 13th*** **No Class**  | ***Spring Break*** |
| **Week 9:**March 18th  | Transition Assessment, Goal Development, and Planning for Courses of Study | Flexer, Baer, Luft, and Simmons Chapters 5, 6, 7**Discussion 8 due** |
| **Week 10:**March 17th  | Best Practices and Future Issues in Transition | Flexer, Baer, Luft, and Simmons Chapters 8, 9 **Discussion 9 due****Article Reflection 3 due** |
| **Week 11:**March 24th  | Interagency Collaboration and Team Work | Flexer, Baer, Luft, and Simmons Chapters 10**Paper Due** |
| **Week 12:**March 31st  | Post-Secondary Education | Flexer, Baer, Luft, and Simmons Chapters 11 |
| **Week 13:**April 7th  | Employment | Flexer, Baer, Luft, and Simmons Chapters 12**Group IEP Due** |
| **Week 14:**April 14th  | Preparing Students for Community Participation Opportunities | Flexer, Baer, Luft, and Simmons Chapters 13**Discussion 10 due** |
| **Week 15**April 21st  | Wrap Up | **Final Exam due** |

1. **Class Policy Statements:**

NOTE: Please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more detail.

1. Assignments: All 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. Also, assignments must be turned in by the student completing the assignment. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.
2. Late Assignment Policy: All assignments must be turned in on or before the due date noted in the syllabus. **No late assignments** will be accepted unless accompanied by an excuse approved by the university. 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. It is to your benefit to submit a partially completed assignment in the event you are unable to finish it by the due date and time or have not received approval for a late submission. I reserve the right to make exceptions to my late work policy.
3. Exam Policy: Late submissions of the take-home midterm or final exams will not be accepted. If an exam is incomplete by the due date and time, the incomplete exam can still be submitted for scoring of completed questions. Students may use course materials to complete their exams, but they must work independently. If I become aware of students who have worked collaboratively or who have shared answers with one another, those students will be required to participate in a re-test (using a different version of the exam) without course materials. If I become aware that students attempted to or did access previous years’ versions of course exams, the offending student(s) will receive a failing grade on the exam and/or the course.
4. Attendance and Participation: You are expected to watch all recorded class periods in a timely manner (within one week of being posted unless you contact me with an excused absence request for a given week). Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. Students are granted excused absences for the following reasons (in practicality for a distance class, this means an extension of your participation requirement): illness of the student or serious illness of a member of the student’s immediate family, 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 excused absences 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 notification occur more than one week after the absence (and only when the reason for the absence is prolonged). Appropriate documentation for excused absences may be required. Please see the *Student Policy eHandbook* at http://www.auburn.edu/student\_info/student\_policies/ for more information on excused absences. *Unexcused absences may result in a 2-point overall grade reduction per absence for on-campus students or a loss of 2 points overall for non-participation in the weekly lecture review and/or class discussion for distance education students.*
5. Respect: Class periods will at times include discussion of material about which students have differing perspectives and opinions. This includes discussion about multicultural topics related to lifespan development that may cause personal or emotional reactions in students. Students are encouraged to openly share their perspectives and reactions in the class—including disagreements—while remaining respectful to their peers. Ground rules for such discussions will be provided, and students are expected to commit to them throughout the semester.
6. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. 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).
7. Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to this class: http://www.auburn.edu/student\_info/student\_policies/. 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. Plagiarism, cheating, and sharing of exam materials (including receipt of exams from previous years) may all be grounds for failure of the exam, assignment, or the entire course.
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

**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)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf%29).

Office Hours: Rather than having an established office hour, I will meet with students (in person or on the phone) by appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

Course Contingency: If normal class activities are disrupted due to serious 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.

Use of Electronics:Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g. on-call professional services, family emergencies, accommodations). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

Access to Course Content: All class materials, including Power Points, will be posted on Canvas.