**AUBURN UNIVERSITY**

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

**Course Syllabus**

**SPRING 2021**

**(Content subject to change)**

1. **Course Number:** RSED  4973

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| **Course Title:** | Transition and Emerging Adulthood in Rehabilitation Services |
| **Credit Hours:** | 3 Semester Hours |
| **Course Location:** | Online Asynchronous |
| **Course Day/Time:** |
| **Prerequisites:** | None/enrolled in SERC undergraduate program |
| **Co-requisites:** | None |
| **Instructor:** | Dr. E. Kelley Mautz, MPA, CRC**,** ALC |
| **Phone/E-mail:** | 334-844-7676, leave a message  [ekm0031@auburn.edu](mailto:ekm0031@tigermail.auburn.edu) |
| **Office Hours:** | Meetings by appointment only (Zoom available) |

1. **Date Syllabus Prepared:** January, 2021
2. **Text or Major Resources:**

**Required Textbooks**

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.

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

**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 examinations at midterm and final available via Canvas. *Please note, you are required to have a proctor to participate in an exam for 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 write a reflection for three of the five journal articles in the selected reading section on the syllabus. Copies of the articles will be available in Canvas. Your review should articulate your reaction to the reading, implications for service providers, and what you take away from the reading as meaningful information, particularly how it adds to your own knowledge base. You are encouraged to constructively and critically. Each reflection assignment should be 3-4 typed pages using APA format.

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

This assignment will be a (recorded) group assignment to help you become familiar with your role as a rehabilitation professional in the IEP process. You will familiarize yourself 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 POSTED IN CANVAS FOR THIS ASSIGNMENT. *Please note, group assignments will be communicated on the first day of class. It is recommended that the designated group leader begin communicating with group member as early as possible to set a group meeting schedule and review member responsibilities. Group schedules will be submitted via email by the designated group leader to the instructor by week 5 of class.*

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

This paper will be an opportunity for you, as a student, to reflect on the information learned on emerging adulthood and your personal experience living through the stages of emerging adulthood. This paper will not require external resources aside from the *Arnett* text. DETAILS/RUBRIC ARE AVAILABLE IN CANVAS FOR THIS PAPER.

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

All students have the opportunity to earn points toward the course total through participating in the following activities: group activities, time spent viewing recorded lectures, and completing weekly Canvas discussions. Eligibility to participate in earning participation points will be based on completion of the lecture review during the week of the assigned activity.

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For points related to group activities: You must have attended meetings as agreed upon and participated in the development of the final group product.

For points related to viewing recorded lectures: You must have reviewed the on-line lecture the week in which the activity is posted, or have provided a valid excuse for any absence, in order to receive points for assignments and/or discussions associated with that week. *Please note, recorded lectures will post by 9am on Wednesday of each week and you will have one week from the time the video posts to watch it in its entirety to earn points and submit the related assignment and/or discussion.*

For discussion points: Periodically throughout the semester, there will be discussion boards posted in 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)

There may also be other unannounced activities, considered extra credit, that can be applied to the final participation grade.

**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:**

**In this course the midterm and final exams require proctoring**. All other assignments are uploaded through CANVAS.

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| **Dates:** | **Topic:** | **Reading Assignments/ Activities-- Due Dates** |
| **Week 1:**  January 13th | Course Overview  Group Assignments | **Introductions via Canvas** |
| **Week 2:**  January 20th | Emerging Adulthood: Understanding the New Way of Coming of Age  Positive Outcomes and Transition | Arnett, Turner Chapter 1  Flexer, Baer, Luft, and Simmons Chapters 1, 2  **Discussion 1 due: Tuesday, January 26, 11:59pm** |
| **Week 3:**  January 27th | Re-centering in Emerging Adults  Multicultural/Collaborative Competencies and Career Development | Arnett, Turner Chapter 2  Flexer, Baer, Luft, and Simmons Chapters 3,4  **Discussion 2 due: Tuesday, February 2, 11:59pm** |
| **Week 4:**  February 3rd | Emerging Structures of Adult Thought and Identity Formation in Emerging Adults | Arnett, Turner Chapter 3, 4  **Discussion 3 AND Article Reflection 1 due: Tuesday, February 9, 11:59pm** |
| **Week 5:**  February 10th | Ethnic identity and Mental Health in Emerging Adults | Arnett, Turner Chapter 5, 6, 7  **Discussion 4 due: Tuesday, February 16, 11:59pm**  ***Group leaders submit group meeting schedule*** |
| **Week 6:**  February 17th | Relationships and Sexuality in Emerging Adults  Midterm Review | Arnett, Turner Chapters 8, 9, 10  **Discussion 5 due: Tuesday, February 23, 11:59pm** |
| **Week 7:**  February 24th | **Midterm due: Wednesday February 24, 11:59pm** | |
| **Week 8:**  March 3rd | School and Work in emerging adults | Arnett, Turner Chapters 11, 12  **Discussion 6 AND Article Reflection 2 due: Tuesday, March 9, 11:59pm** |
| **Week 9:**  March 10th | **Wellness Day - No Class** | |
| **Week 10:**  March 17th | Transition Assessment, Goal Development, and Planning for Courses of Study | Flexer, Baer, Luft, and Simmons Chapters 5, 6, 7  **Discussion 7 due: Tuesday, March 23, 11:59pm** |
| **Week 11:**  March 24th | Best Practices and Future Issues in Transition | Flexer, Baer, Luft, and Simmons Chapters 8, 9  **Discussion 8 AND Article Reflection 3 due: Tuesday, March 30, 11:59pm** |
| **Week 12:**  March 31st | Interagency Collaboration and Team Work | Flexer, Baer, Luft, and Simmons Chapters 10  **IEP due: Tuesday, April 6, 11:59pm** |
| **Week 13:**  April 7th | Post-Secondary Education | Flexer, Baer, Luft, and Simmons Chapters 11  **Discussion 9 due: Tuesday, April 13, 11:59pm** |
| **Week 14:**  April 14st | Employment | Flexer, Baer, Luft, and Simmons Chapters 12  **Discussion 10 due: Tuesday, April 20, 11:59pm** |
| **Week 15**  April 21st | Preparing Students for Community Participation Opportunities  Final Review | Flexer, Baer, Luft, and Simmons Chapters 13  **Paper due: Tuesday, April 20, 11:59pm** |
| **Week 16**  April 28th | **Final Exam due: Wednesday, April 28, 11:59pm** | |

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. **COVID Related Policies:**

The following classroom policies apply to all activities completed in relationship to this class and are subject to change as additional guidelines and policies are release by the country, state, city or University. The intention is these policies will be observed by students when meeting for class-specific reasons, though we are conducting lecture asynchronously.

1. Physical Distancing - Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces. Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.
2. Face Coverings - In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.
3. Full Online/Remote Instruction - In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have personal access to a computer and Internet.
4. Assignments/Schedule Changes Due to Pandemic - The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.
5. Positive COVID or Quarantine of Students – This class is designed to be conducted online, providing a learning environment that minimizes the risk of infection to the greatest degree for all students. Students seeking information about CDC guidelines or the most updated COVID health information, should contact the Student Health Center or their health care provider to receive care and the latest direction on quarantine and self-isolation. In the event of any illness, please contact me immediately to make instructional and learning arrangements.
6. Positive COVID or Quarantine of the Instructor - If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.
7. Zoom Policies – Most classes will be pre-recorded for you to review in the course of a week. However, there will be occasions when the full class or groups will meet using Zoom. In those instances, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I or the designated group leader has the authority to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom, please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
8. **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.

Group and Other Course-related Assignments:It is expected that when you are interacting with the instructor and/or other students in a group setting, you will be fully participatory as if you were attending the activity in class. This means you are expected to be present for all group functions, including meetings to plan, discuss, and develop a final assignment. I appreciate that emergencies do happen, but they do not generally occur with great frequency. Please make every effort to arrange other (non-emergency) responsibilities in a manner that does not interfere with scheduled class assignments, group work, or other course-related deadlines.

1. **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 or approved by me in advance of the submission. If a student misses turning in an assignment and has an 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.

1. **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.

1. **Attendance and Participation:**

Class lectures will be posted each week in Canvas, in the Panapto link. 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.

Please note, diagnostic data is available via Canvas/Panapto that allows instructors to monitor the extent to which videos and other posted materials are viewed. Thus, it is recommended you not download the video or view it in any other manner than directly in Canvas/Panapto. Viewing less than 90 percent of a video may result in deductions in the amount of points earned for associated assignments and activities. If you will be late viewing material for the scheduled week, please e-mail me before the next scheduled class lecture is posted. Only individuals with documentation of university approved excuses will be allowed to make up missed assignments/activities or be granted extended time.

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.*

COVID-related illnesses: Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person class events, if scheduled. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible;
* Keep up with coursework as much as possible;
* Participate in class activities and submit assignments electronically as much as possible;
* Notify me if you require a modification to the deadline of an assignment or exam; and
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

1. **Respect:**

Class periods and Canvas discussions 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.

1. **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).

1. **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.

1. **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)>.

1. **Office Hours:**

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

1. **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.

1. **Access to Course Content:**

All class materials, including Power Points and recorded lectures, will be posted in Canvas.