

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

**Spring 2022**

1. **Course Number:** RSED 7910/7910-D

**Course Title: Practicum – Transition Specialist**

**Course Hours: 1 – 3 Semester Hours**

**Course Meetings:** Saturday, Jan. 15, Feb. 19, and March 19 (9:00 a.m. – 12:00 noon)

**Prerequisites: none**

**Corequisites: none**

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

**Office Location: 1230 Haley Center**

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**Office Hours:** Monday and Tuesday, 3:00-4:00 p.m.; **Other times by appointment**

1. **DATE SYLLABUS PREPARED:** August 2020

**Welcome** to your **Practicum focusing on Transition Specialist requirements. As you increase your transition knowledge and skills, you will better equip yourself to make a difference in the lives of young people with disabilities. By the end of the semester, you will develop a project that will assist youth with disabilities as they make their transition for adolescence to young adulthood.**

1. **Text or Major Resources: There is not a textbook for this course. Resources may be posted on Canvas, as needed, that you may find beneficial as you complete the requirements of this course.**
2. **Course Description: (1 hour)**Departmental approval. Practice in educational or community service setting aligned with degree program option. Course may be repeated for a maximum of 6 credit hours.
3. **STUDENT LEARNING OUTCOMES**: This course is a semester-long field-based laboratory experience. You will develop a project during this semester demonstrating your transition curricular content skills (see Council of Exceptional Children’s, Division of Career Development and Transition Specialist Standard 2). As you develop your project, you will need to document how you are addressing at least **three** of the **six standards** below. A limited number of example project examples are provided.

**Specialty Set: CEC Advanced Special Education Transition Specialist Standards**

**Skills**

S2.1 Provide teachers with instructional practices and related activities to embed transition content within general academic courses.

S2.2 Offer instructional, related activities, and curricular resources related to transition planning.

S2.3 Deliver self-advocacy and self-determination information and resources.

S2.4 Provideinstructional resources and related activities addressing career awareness leading to employment preparation and postsecondary education.

S2.5 Develop school-based employment experiences and curricula in preparation for postsecondary education and community integration.

S2.6 Ensure that student instructional and related activities facilitate the movement toward identified post-secondary goals.

S2.7 Evaluate evidence-based transition practices and curricula to ensure post school outcomes.

**Example Projects:**

1. **Community Transition Fair.** Community events, known as Community Transition Fairs, are focused on transition programs and services are open to parents and their middle and high school students with disabilities. Representatives from organizations and/or agencies who provide services to families and their youth with disabilities make presentations and/or provide material at exhibitor tables. Please see information about [Shelby County’s Community Transition Fair](http://podcasts.shelbyed.k12.al.us/scs-news/2016/02/03/shelby-county-schools-hosting-annual-community-transition-fair/).) S2.2, S2.3, S2.4, S2.6, S2.7 (Note: Community Transition Fairs are a large undertaking and, therefore, it is not advisable, nor practical, that you attempt to independently attempt to hold a Community Transition Fair. For this project, you are to demonstrate your ability to lead and organize as you work with others to hold a Community Transition Fair.)
2. **Inservice Training Session or Workshop.** Professional development [training](http://www.ksde.org/Portals/0/SES/SEAC/CBI%20Guidelines%2011-10-11.pdf) in the form of an inservice training session or workshop integrating content from three of the Transition Specialist transition curricular content skill areas listed above (S2.1-S2.7). You will need to have your topic approved by me before you begin work on the project. The inservice training session must be at least one hour in length or be a 2-hour or more workshop. You will also need to develop training materials and a participant evaluation instrument(s) for your training program.
3. **Community-based instruction.** Instruction that is meaningful, functional, and takes place in the community is community-based instruction (CBI). Unlike instruction that takes place in a classroom, CBI requires coordination with many individuals involved to make the experience beneficial for students with disabilities. To work on a project focused on CBI, you might develop the procedures for implementing this type of instruction in your school system or refine and/or organize the procedures; collect data on the progress of students as they participate in CBI settings; or you might gather information from students and/or others involved in CBI to gain their perspective of the experience. A guide to CBI is available from [[Wichita Public Schools, Office of Student Support Servic](http://www.ksde.org/Portals/0/SES/SEAC/CBI%20Guidelines%2011-10-11.pdf)es](http://www.ksde.org/Portals/0/SES/SEAC/CBI%20Guidelines%2011-10-11.pdf). (S2.2, S2.4, S.2.6)
4. **Other.** You are a talented and creative transition service provider or administrator. You may develop another project that addresses **three** of the **six standards** listed above focusing on the transition needs of students with disabilities in your local area. Please discuss your project idea with me and how it will meet address the purpose of this assignment.
5. **Course Content:**

Distance learning courses: Canvas will be 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 above. 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.

1. **Course Content & Schedule:**

Week 1: Overview of Course

Week 2: Identify Project/Transition Standards

Weeks 3 –13: Begin Project and Journal Entries

Week 14: Practicum Project

You will have practicum meetings via Zoom as announced.

**7. Course Requirements/Evaluation:**

**Project/Transition Standards (1 pt.).** Identify what you will be doing for your project and what Transition Specialist Standards your project will address (minimum of three).

1. If you have chosen one of the examples provided in the syllabus, please submit the name of which of the two you have chosen.
2. If you have selected to develop a project of your own, write a brief paragraph description for approval. Identity and explain how your project will address at least three of the CEC’s Advanced Special Education Transition Specialist Standards (Skills) listed above.

**Journal Entries (50 points, 5 points per entry).** You will make weekly journal entries describing the actions you are taking to develop your project. These entries should be a list of activities you have completed that week and include notes as needed. You will need this information to help you remember the actions you took throughout the semester to complete your project.

**Transition Standards Project (40 points).** Using your list of activities and notes from your journal entries, you will write a 4-page description of your project. You will need to include citations of the Transition Specialist Standards that you chose to address. Also, be sure to include any materials or resources (e.g., flyers, brochures) that you used in your project. Students enrolled in 3 hours must also include a detailed description and timeline for project implementation. This description should include resources needed to implement the project. Any materials needed for implementation should also be submitted.

**Participation (9 points).** You must access Canvas each week and post your journal entries. You must attend the scheduled class meetings throughout the semester and post your weekly journal entries to receive your participation points.

1. **Student Grading & Evaluation:**

**TOTAL # = 100 points.** Grades will be either

**S (satisfactory) or U (unsatisfactory).** Evaluation will occur based on the following:

**80%-100% of points = S (satisfactory)**

**0-79% of points = U (unsatisfactory)**

**All Assignments Must Be Turned In.**

Revisions must be made to practicum project until they are considered satisfactory level of competence. Revisions are due within 3 days of receiving feedback.

1. **Course Evaluation:** Student perception and evaluation of the course is valued by the instructor, the department, and the university. Three specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature.
2. **Class Policies:**

**Faculty Communication and Feedback: Your Auburn University email address is the university-approved form of communication between instructors and students.** It is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**Attendance:** Students are expected to attend class and participate in class discussions and activities 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, military orders, 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](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**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 as soon as possible but no later than 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 one week 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. The format of the make-up exam will be an alternate multiple choice and short answer exam.

**Assignments:** Written assignments are expected to be grammatically accurate and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All assignments must be turned in the day they are due and during the regularly scheduled class time. 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.**

**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. To set up the meeting, please contact the instructor 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).

**Honesty Code:**  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class. 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.

**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.

**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

**COVID Related Policies:**

**Statement on COVID-19 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.

**Face Covering Policy**-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.

**Possibility of Going Remote-**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 ensuring that you have access to a computer and Internet.

**Assignment/Schedule Subject to Change 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.

**In the Event a Student in Class Tests Positive-**Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and be in touch with someone who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that I Test Positive or am Required to Quarantine-**If I am unable to attend our face to face portions of the class, we will transition to a fully online course until I am allowed to return. 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.

**Zoom Policies-**When we meet on Zoom, 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 face to face classroom. To the extent possible, please minimize distractions in the background. I reserve the right 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.

**Attendance-**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 classes. 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

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.