

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

1. **COURSE NUMBER: RSED 8060**

 **Course Title**: Disabilities and Life Span Transitions

 **Credit Hours**: 3 semester hours (Lecture 3)

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

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**Office Hours (via Zoom):** Tuesday and Wednesday, 1:30 – 3:30 p.m. **Other times by appointment**

1. **DATE SYLLABUS PREPARED:** Updated December 2021

**Welcome** to this course on examining the transitions that occur throughout the lifespan, and the programs and services available to people with disabilities during these times of change. **You will increase your knowledge and skills and learn how to lead others in providing successful transitions for people with disabilities and their families.**

1. **TEXT or MAJOR RESOURCES:**

Shogren, K. A. & Wehmeyer, M.L. & Webb, K. W. (Eds.) (2020). *Handbook of Adolescent Transition Education for Youth with Disabilities*. (2nd ed). Routledge. ISBN 9780367188016.

Allen, K. E. & Cowdery, G. E. (2015). *The Exceptional Child: Inclusion in Early Childhood Education*. Cengage Learning. ISBN 978-285-4327-3.

**SELECTED READINGS:** Articles in current professional journals and from national organizations and websites and databases are selected to provide you with seminal or current information about topics covered in this class. Please see the class schedule for these selected readings. Other readings may be assigned and posted to Canvas.

1. **COURSE DESCRIPTION** (AU Graduate School Bulletin): Advanced study of historical, legal, legislative, philosophical, and service delivery issues and trends in transition with emphasis on research studies and programs.
2. **COURSE OBJECTIVES:** The content of the course is divided into four sections. The course begins with an introduction and overview of the foundation for transition in the fields of education and rehabilitation, with a focus on definitions, models, and goals. Students will become knowledgeable about the legislation and rules and regulations governing transition-related efforts. The second part of the course focuses on effective practices in transition. The third area of content covered in the course addresses issues related to specific types of transitions related to disability across the lifespan. The course concludes with research issues in transition and presents examples of a systematic approach for evaluating transition outcomes.

After completing this course, you should be able to:

1. Discuss the history of and rationale for transition services.
2. Demonstrate knowledge of federal/state regulations and service models related to transition programming.
3. Identify and discuss key issues at major life span transition.
4. Demonstrate knowledge of effective practices in lifespan transitions.
5. Demonstrate knowledge of educational, rehabilitation, and other reform efforts and their impact on lifespan transitions.
6. Identify and describe ways in which to evaluate the effectiveness of transition programs and research issues in transition.
7. Identify the various agencies involved in the transition process, describe their roles, and list strategies for working together cooperatively.
8. Discuss empowerment as it relates to major life span transitions.

As well, you will participate in experiences to:

1. Improve your oral communication and presentation skills.
2. Improve your writing skills.
3. **COURSE CONTENT & SCHEDULE\*:**

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| --- | --- | --- | --- |
| Date | Topic | Question/Theme | Assignment |
| Jan 18Week 1 | Course Overview and Quality of Life and Transition Requirements | *What is the foundation for transition services for people with disabilities?* | Review Syllabus“Build a Syllabus” – Identify transition throughout the lifespan issues – select discussion topicsREADINGS:*Halpern, A. S. (1992). Transition: Old wine in new bottles. Exceptional Children, 58(3), 202-211.**Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. Exceptional Children, 59, 486-498.* |
| Jan 25Week 2 | Foundations for Transition Legislation & Models | *What is the legal foundation for transition services for young children and youth with disabilities?* | READINGS:TEXT(s): Exceptional Child, Chapter 1 & 2Adolescent Transition, Chapter 1 and 2Flexer, R., & Baer, R. (2013). Transition legislation and models. In R Flexer, R. Baer, P. Luft, & T Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.) Wrightslaw (nd). Early Intervention (Part C of IDEA). Retrieved from <https://www.wrightslaw.com/info/ei.index.htm>RSA: Transition of Students and Youth with Disabilities <https://www.wrightslaw.com/info/ei.index.htm><https://www2.ed.gov/about/offices/list/osers/rsa/wioa/transition-of-students-and-youth-with-disabilities-from-school-to-postsecondary-education-and-employment.pdf> |
| Feb 1Week 3 | Foundations for Transition Legislation & Models | *What is the legal foundation for transition services for young children and youth with disabilities?*(continued) | READINGS:TEXT(s): Exceptional Child, Chapter 1 & 2Adolescent Transition, Chapter 2 and 3Flexer, R., & Baer, R. (2013). Transition legislation and models. In R Flexer, R. Baer, P. Luft, & T Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.) Wrightslaw (nd). Early Intervention (Part C of IDEA) <https://www.wrightslaw.com/info/ei.index.htm>RSA: Transition of Students and Youth with Disabilities <https://www.wrightslaw.com/info/ei.index.htm><https://www2.ed.gov/about/offices/list/osers/rsa/wioa/transition-of-students-and-youth-with-disabilities-from-school-to-postsecondary-education-and-employment.pdf> |
| Feb 8Week4 | Introduction to Transition in Early Intervention  | *What is the foundation for transition services for young children with disabilities?* | **DUE: QUIZ 1**Discussion Question 1 & In-class Discussion Participation and Annotated Bibliography Submission 1READINGS:TEXT: Exceptional Child, Chapters 3 and 19 |
| Week 5 Feb 15 | Introduction to Secondary Transition | *What is the foundation for transition services for adolescents and young adults with disabilities?* | Discussion Question 2 & In-class Discussion Participation and Annotated Bibliography Submission 2TEXT: Adolescent Transition, Chapters 11, 12, 13, and 15 |
| Week 6Feb. 22 | Evidence- based Transition Practices in Early Intervention and Secondary Transition | *What are effective transition practices EBPs* | **DUE: QUIZ 1**Discussion Question 3 & In-class Discussion Participation and Annotated Bibliography Submission 3IRIS Module - Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program <https://iris.peabody.vanderbilt.edu/module/ebp_01/>IRIS Module - Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity https://iris.peabody.vanderbilt.edu/module/ebp\_02/cresource/resources/p06/#contentTEXT: Exceptional Child, Chapter 3 (pp. 60-69) Adolescent Transition, Chapter 4 Council for Exceptional Children, Division of Early Childhood (2014). DEC recommended practices. *Promoting Policies, Advancing Practices*. Retrieved from: <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/>See Canvas for additional reading  |
| March 1Week 7 | Transition Practices - Self-Determination and Advocacy | *What are effective transition practices?*(continued) | DUE: Discussion Question 4 & In-class Discussion Participation and Annotated Bibliography Submission 4TEXT: Adolescent Transition, Chapter 14See Canvas for additional reading(s)Fostering Self-Determination Among Children and Youth with Disabilities - Ideas from PARENTS for PARENTS. https://web.waisman.wisc.edu/www/naturalsupports/pdfs/FosteringSelfDetermination.pdf |
| **March 7-11, Spring Break** |
| March 15Week 8 | Transition Practices - Family Partnerships and Cultural Considerations | *What are effective transition practices?* (continued) | Discussion Question 5 & In-class Discussion Participation and Annotated Bibliography Submission 5 READINGS:TEXT: Exceptional Child, Chapter 9Adolescent Transition, Chapter 7See Canvas for additional reading(s) |
| March 22Week 9 | Transition Issues and Practices - Assessment | *What are effective transition practices?* (continued) | DUE: Discussion Question 6 & In-class Discussion Participation and Annotated Bibliography Submission 6READINGS:TEXT: Exceptional Child, Chapter 10Adolescent Transition, Chapter 8 |
| March 29Week 10 | Transition Issues and Practices - Transition Planning  | *What are special considerations for specific types of lifespan transitions?* (continued) | **QUIZ 2** DUE: Discussion Question 7 and In-class Discussion Participation and Annotated Bibliography Submission 7TEXT: Exceptional Child, Chapter 10 (continued)Adolescent Transition, Chapters 6 and 7 |
| April 5Week 11 | Transition Issues and Practices – Mental Health | *What are special considerations for specific types of lifespan transitions?* (continued) | Course Project and Presentations In-Class DUE Discussion Question 8 & In-class Discussion Participation and Annotated Bibliography Submission 8 Selected Readings:Don’t Turn Away: Empowering Teachers to Support Students’ Mental HealthPerceptions of Mental Health Concerns for Secondary Students with Disabilities during Transition to Adulthood |
| April 12Week 12 | Transition Issues and Practices – School to Postsecondary Education and Work | *What are special considerations for specific types of lifespan transitions?* (continued) | DUE: Discussion Question 9 & In-class Discussion Participation and Annotated Bibliography Submission 9Adolescent Transition, Chapter 22, 23, and 24 |
| April 19 | Transition Issues and Practices -Interagency Collaboration | *What are special considerations for specific types of lifespan transitions?* (continued) | Discussion Question 10 & In-class Discussion Participation and Annotated Bibliography Submission 10 TEXT: Adolescent Transition, Chapter 21See Canvas for additional reading |
| April 26Week 14 | Transition Issues and Practices - Teacher Preparation for Transition | *What are special considerations for specific types of lifespan transitions?* (continued) | **QUIZ 3**READINGS TEXT: Exceptional Child, Chapter 11Adolescent Transition, Chapter 26Advanced Specialty Set: Special Education Transition Specialist. <https://exceptionalchildren.org/sites/default/files/2020-08/Advanced%20Specialty%20Set%20-%20Special%20EducationTransition%20Specialist.pdf> |

*\*This schedule is a guide and may be adjusted at the discretion of the instructor.*

1. **COURSE REQUIREMENTS/EVALUATION:**
2. **Quizzes 24 points):** You will take **3 quizzes**. The content of the quizzes will be related to basic concepts and legal and procedural aspects related to transition. The purpose of the quizzes is to help you gain knowledge and understanding of key information and concepts that will provide a foundation for course content. **Each quiz will be worth 8 points** for a **total of 24 points.**
3. **Annotated Bibliography (20 points).** You will develop an annotated bibliography of articles according to topics identified for weeks 4-14. Your annotated bibliography will include a list of sources accompanied by a brief (2-3 paragraphs) summary of the article. You are expected to **share your article with the class one week in advance** before you submit your summary. Summaries should be written in paragraph form and provide a brief overview of the article. Summaries should not be copied from the abstract. They must be written in your own words to avoid plagiarism.
4. **Discussion (20 points - total).** You are expected to attend class and be fully prepared to participate in class discussions and activities or participate asynchronously if you are an online student.. There are two parts to this assignment: Discussion Questions and Participation (10 points) and Discussion Leader (10 points).
	1. **Discussion Questions and Class Discussion (10 points).**

**Discussion Questions.** You will develop a discussion question and answer for each class as indicated in the class schedule. These discussion questions should be developed from annotated bibliography articles and other related materials prior to the class for which they are assigned. See [Question Formulation Technique (QFT)](https://www.hepg.org/hel-home/issues/27_5/helarticle/teaching-students-to-ask-their-own-questions_507#home)

**Class Discussion.**

Synchronous students will participate in class discussions each week. Comments should be related to or expand upon the material presented by the (1) Discussion Leader, (2) your readings and annotated bibliography, and/or (3) comments made by other classmates on the topic. Asynchronous students will listen to the class discussion and make a post on the Discussion Board to reflect their participation in the discussion.

**No partial credit**will be awarded for this portion of the assignment. **All discussion questions** must be submitted and active participation in discussions must be demonstration to receive credit. Completion/Incompletion scores will be awarded throughout the semester. Ten points will be awarded upon successful completion of this assignment at the end of the semester. Please review other posts and make sure your discussion question is different or significantly expands on a topic that has already been posted.

* 1. **Discussion Leader (10 points).** You will lead two discussions on a transition practice (see Canvas for topic and date). You will identify at least three professional resources on the topic (e.g., professional journal articles, textbooks, chapters from textbooks, no more than one national center website). You will review the questions your peers have provided on the topic and respond to their questions during the discussion.

**Asynchronous students –** Instead of leading a discussion, you have the choice of recording yourself making a 5-8 minute presentation or you can prepare a 2-page summary of the topics you are assigned. You will post your presentation or summary paper to the Discussion Board to share one week in advance of your Discussion Leader assignment. Whichever option you choose, you will need to include strategies that will facilitate discussion on the topic (e.g., questions, videos, activities).

1. **Course Project (Choose from the list below or approved other – 20 points)**

Choice a – Lifespan Transition Model

Choice b – Lifespan Transition Practices Resource Guide

Choice c – Lifespan Transition Postsecondary Education Assignment

Choice d - Lifespan Transition Evidence-based Practices Summary Paper

Other Approved

1. Learning Activities (TOTAL 12 points). To enhance your learning experience, you need to become an active learner and engage in learning activities. Learning activities are designed to provide you an opportunity to immediately apply and enhance your learning experience. These activities will typically be introduced and completed during class, but you may need to begin and/or finish an activity after class hours. Some of these activities are listed in the syllabus, while others will be determined based on student need and interest. The number of points per activity will differ according to the complexity of the activity.

On-campus students must be present in class the day the learning activity is assigned. On-campus and online students must complete learning activities by assigned due date. (Note: If you have an excused absence the day a class activity is assigned and missed the assigned due date, please see the Make-Up Policy in the Class Policy section of this syllabus.)

1. **STUDENT GRADING & EVALUATION:**

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

**Assignment/Activity Points**

Learning Activities 12

(3) Quizzes (8 points each) 24

Course Project 24

Annotated Bibliography 20

Discussion (Questions & Lead) 20

 100

Points will be accumulated toward the total number available (100) and grades will be assigned on the number of accumulated points, as follows:

 90-100 A

 89-80 B

 79-70 C

 69-60 D

 59-below F

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:**
3. Face Coverings. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the on-campus classroom, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) (Links to an external site.) for additional details.
4. Participation: Class attendance is a professional obligation. As such, you are expected to attend class and participate in class discussions and activities. You are responsible for any content covered in the event of an absence. Analytics of engaged time with Canvas is another measure that will be used to determined participation of all students (i.e., in-class and online).Participation also means that you should engage in class discussions (i.e., in-class discussion and Discussion Boards). Participation will also include your engagement with peers and contribution to group activities. You must satisfy all course objectives to pass the course.
5. Assignments: Assignments are to be of a quality that would be expected of a professional. All written assignments, unless otherwise noted, are expected to conform to the current style manual of the American Psychological Association (APA). All assignment should be grammatically accurate, and free of spelling and errors. Written assignments should be double-spaced (unless otherwise indicated) and are expected to be prepared with Microsoft Office (PPT or Word, as directions indicate).

It is the responsibility of the student to ensure that your assignments meet the requirements of this course. If you experience any difficulties with Canvas, you must notify the instructor prior to the submission due date.

Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. You are responsible for initiating arrangements for missed work.

1. Excused Absences:  You 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 this 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*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
2. Make-Up Policy: Arrangement to make up 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 from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time 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.  The format of the make-up exam will be *(as specified by instructor).*
3. 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).
4. 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).
5. 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.
6. 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.
7. Professionalism: As faculty, staff, and students interact in professional settings, you 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

1. **Justification for Graduate Credit**

This course requires extensive analysis of scholarly journal articles and other professional resources. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.