**AUBURN UNIVERSITY**

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

**Course Syllabus**

**SPRING 2019**

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 Meetings:**  | Distance Education/CANVAS |
| **Prerequisites:** | enrolled in SERC undergraduate program |
| **Corequisites:** | None |
| **Instructor:** | Nicholas Derzis, PhD, CRC |  |
| **Office Location:** | 1214 Haley Center  |  |
| **Phone/E-mail:** | 844-2501derzinc@auburn.edu |  |
| **Office Hours:**  | By appointment  |  |

1. **Date Syllabus Prepared:** November, 2014; revised January, 2015; revised January, 2016; January, 2017; January 2018; January, 2019, January 2023
2. **Text or Major Resources:**

**Textbooks**

*Required:*

Brusnahan, L.S., Stodden, R.A., Zucker, S.H. (Eds) (2018). *Transition to Adulthood:* *Work, Community, and Educational Sucess.* Arlington, VA: Council on Exceptional Children

Arnett, J.J. (2018). *Adolescence and Emerging Adulthood: A Cultural Approach.* Upper

Saddle River, NJ: Pearson.

*Suggested:*

**Selected Readings**

|  |  |
| --- | --- |
| (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:

General course objectives:

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 @ 30 points each).** There will be 2 announced examinations at midterm and final in this course.

**b. Assignments**

 (1) Discussion board activities (**TOTAL 16 points, 4 @ 4 points each**)

All students enrolled in the course will interact on CANVAS and are expected to participate in an online discussion board. Details pertaining to each discussion board will be posted as part of the information for that particular week. Discussions will come from chapter readings.

 (3) Individualized Education Program for Transition (**TOTAL 10 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 practitioner and related professionals. Emphasis will be placed on how the document reflects the growing needs of emerging adults. Details will be provided.

(3) Emerging Adulthood Autobiography Paper **(14 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.

**f. Grade evaluation**

***This course is based on a total of 100 possible points.***

 92 - 100 = A

 84 - 91 = B

 76 - 83 = C

 68 - 75 = D

 Below 68 =F

*Proposed course outline:*

**January 16**

Week 1 (first day of semester)

Course Introduction

Discussion Board

**January 23**

Week 2

Arnett Chapter 1

**January 30**

Week 3

Arnett Chapter 2, 3

**February 6**

Week 4

Chapter 3,4

**February 13**

Week 5

Arnett 5,6

**February 20**

Week 6

Arnett 7,8

**February 27**

Week 7

Arnett 8,9,10

**March 6**

Week 8

**SPRING BREAK ☺**

**March 13**

Arnett 11,12,13

**March 20**

Week 9

Transition Text Chapter 1,2

**March 27**

Transition Text Chapter 3,4

**April 3: Emerging Adulthood Planning Paper due**

Week 13

**April 10**

Week 14

Transition Text Chapter 5,6

**April 17**

Week 15

Transition Text Chapter 7,8

Final exam discussion/prep

**April 24th** - ***final examination***

1. **Class Policy Statements:**

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. 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* for more information on excused absences.
3. 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 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 an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. 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. 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. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.

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.

1. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> ) found in 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.
2. 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).
3. 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.
4. 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>).