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| **RSED 5190, 6190, and 6196** **Community-based Instruction and Related Services** ***Summer 2018*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Instructor information:**Betty Schiffer, PhD**Office: 1232 A Haley Centerbjs0017@auburn.edu  |  |

**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** RSED 5190/6190/6196

**Course Title:** Community-based Instruction and Related Services

**Credit Hours:** 3

**Prerequisites:** none

**Co-requisites:** none

1. **Term:** Summer 2018

**Dates:** 6/25-08/01/2018

**Day/Time:** M/W 12:30-4:15 PM

**Instructor:** Betty Schiffer, PhD

**Office Address:** 1232 A Haley Center

**Contact Information:** bjs0017@auburn.edu

**Office Hours:** Wednesdays: 4:30- 5:30 pm or by appointment

1. **Textbooks**

Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). *Transition planning for secondary*

*students with disabilities.* (4th ed.) Boston, MA: Pearson. **E-Text**

Test, D. (2012). *Evidence-based instructional strategies for transition.* Baltimore, MD: Brooks.

**Selected Readings**

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| (1) (2)(3)(4)(5) | Carter, E., Trainor,, A., Cakiroglu, Swedeen, B., & Owens, L. (2010). Availability of and access to career development activities for transition-age youth with disabilities. *Career Development for Exceptional Individuals, 33*(1), 13-24.Martinez, D., & Queener, J. (Winter 2010). *Postsecondary education for students with intellectual disabilities*. HEATH Resource Center: The George Washington University.Government Accounting Office (2012). *Students with Disabilities: Better Federal Coordination Could Lessen Challenges in the Transition to High school.*Kiernan, W., Hoff, D., Freeze, S., & Mank, D. (2011). Employment first: A beginning not an end. *Intellectual and Developmental Disabilities, 49*(4), 300-304. Ferguson, C., & Rodriguez, V. (2005). *Engaging families at the secondary Level: What schools can do to support family involvement*. National Center for Family & community Connection with Schools. |
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**Other Resources**

Alabama Transition Standards

(<https://www.alsde.edu/sec/ses/Transition/Alabama%20Transition%20Standards-2014.pdf> )

Mastering the Maze

(<https://www.alsde.edu/sec/ses/Policy/Masterinf%20the%20Maze%202016.pdf> )

1. **Course Description:** This course prepares teachers to assist secondary students with disabilities as these youth work toward their selected post-school outcomes. Provides an in-depth study of transition programs and practices for youth with disabilities as they transition into adulthood.
2. **Course Objectives and Student Learning Outcomes:**

Student Learning Outcomes

1. Connect theory to practice to design instruction that meets the individual needs of students
2. Promote the development of independence and inclusion in the community for transition-age students with disabilities

 Course Objectives

1. Demonstrate knowledge of federal/state regulations and educational service models related to secondary programming.
2. Use student assessment instruments and techniques, including functional and vocational knowledge and skills. 290-3-3-.34 (2)(h)2.
3. Develop, select, administer, and interpret formal and informal assessments. 290-3-3-.34(2)(h)3.(i)
4. Identify methods for determining appropriate curricular materials for individual students. 290-3-3-.36**(1)(c)1.(i)**
5. Demonstrate knowledge of various school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
6. Modify teaching and assessment methods, materials, techniques, and learning environments in the school and community to meet students’ needs. 290-3-3-.36 (1)(c)1.(ii)
7. Plan and facilitate transition programs within and outside the school setting. 290-3-3-.34 (2)(a)3.(ii)
8. Describe collaborative skills, procedures, and techniques designed to facilitate coordination of instruction and service delivery (i.e., families, general education, school-to-work programs, related service providers, and agencies). 290-3-3-.36(1)(e)1.
9. Work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
10. Plan and implement an instructional program in the areas of academics and transition. 290-3-3-.36(1)(c)2.(i)
11. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies and career goals. 290-3-3-.36(1)(1)(c)2.(ii)
12. Develop a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
13. Identify and discuss the current and future issues critical to successful transition programs.

*This syllabus is a tentative outline for Summer 2018 semester and* ***is subject to change.***

1. **Course Content & Schedule:**

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|  | **Theme/Question** | **Weekly Topic** | **Pre-Class Learning Activity** | **In-Class Activity** | **Due Today** |
| **Week 1**M, 06/25 |  Who do we serve and what regulations guide us?  | Introductions and Course Overview | Review Course Syllabus **Read:** Test (2012). Chapter 1 –*Transition-Focused Education* | * Self-Assessment of Learning Outcomes & Course Objectives
* Card Sort
* Community Resource Fair Assignments
* Microteaching Assignments
* Watch the Movie “A Whole Lott More”
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| W, 06/27 | Review of Student Characteristics, Outcomes, & Status; AL Graduation Options: and Transition RegulationsAlabama IEP and Planning for Transition | **Read**: Test (2012). Chapter 5-*Student Focused Planning***Read:** Flexer, et al. (2013). Chapter 6 - *Developing Post Secondary Goals***Read**: Flexer et al. (2013). Chapter 9-*Developing and Teaching the Transition IE***Review Mastering the Maze: Pages 20-75-IEP Documents and Instructions****Read Case Study: Charles** | * Begin Transition Manual on Transition Planning for Secondary Students with Disabilities
* Group Review of IEP Documents
* Review Case Study: Charles
* Write Profile Page for Case Study
 | **Secondary IEP Webinar Responses** |
| **Week 2**M, 07/02 | What is the foundation for providing services? | FLIPPED CLASSROOM: Transition AssessmentTransition to Independent and Community Preparation | **Read**: Test (2012). Chapter 2- Transition Assessment for Instruction**Read:** Flexer, et al. (2013). Chapter 5 - *Transition Assessment***Assigned Community Resource for Resource Fair-** Gather and organize community resource information for assigned topic  | * Class will not meet on Campus for July 2nd. You will have a Flipped Classroom and will view the materials from wherever you prefer. Review the module and follow the steps for class today.
* Update Transition Manual- SAIL
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| W, 07/04 | NO CLASS | NO CLASS | *JULY 4TH HOLIDAY* | JULY 4TH HOLIDAY | NO CLASS |
| **Week 3**M, 07/09 | What is the foundation for providing services? | Overview of Evidence-Based Practices in TransitionEBP Instructional StrategiesCareer Development and Individuals with DisabilitiesGuest Speaker: Jere Colley, Transfer of Rights @ 12:30-1:15  | **Read:** Test (2012). Chapter 3- *Teaching Strategies* and Chapter 4-*Data Collection***Review:** EBP Flyer**Read**: Flexer, et al. (2013). Chapter 4 - *Career Development Theories for Transition Planning*  | * Application Activity- Backward Planning Activity and IEP
* Develop a data collection tool
* Update Transition Manual: EBP
 | **Article 1 Question and Discussion**: Carter et al., (2010) *Availability of and Access to Career Development Activities* |
| W, 07/11 | Transition to Postsecondary Education | **Read:** Flexer, et al. (2013). Chapter 11 – *Transition to Post-Secondary Education*Review Community Resources Presentations- Add to Transition Manual | * Update Transition Manual
 | **Article 2** **Question and Discussion**: Martinez (2010) *Postsecondary education for students with intellectual disabilities.***Community Resources Fair** |
| **Week 4** M, 07/16 | How does the community assist in providing services? | Community ResourcesView Guest Speaker Recording: Angie Burque, BCPP from 12:30 -1:30 pm | **Prepare parent training on Transition materials.**  | * Application Activity- IEP
* Update Transition Manual
* Catch up day
 | **Graduate Project due** |
| W, 07/18 | View Recording of Guest Speaker: Dana Stewart, EFEA @12:30 -1:30 pmAlabama Alternate AssessmentAlabama Alternate Achievement StandardsTransition Standards |  | * Application Activity- Navigating the Standards, review Science, Math, Social Studies, Language Arts, Locating Information and Transition Standards
* Application Activity- Designing instruction based off of standards: Develop a lesson plan using at least 2 academic and 1 transition standard
* Application Activity- IEP
* Update Transition Manual
 | **Article 3 Question and Discussion**: Government Accounting Office Report on Federal Coordination and Transition  |
| **Week 5**M, 07/23 | What is your role in providing services? | **FLIPPED CLASSROOM:** Transition to Employment Vocational Rehabilitation and Community-Based Vocational Instruction | **Read**: Flexer, et al., (2013) *Chapter 12- Transition to Employment* **Read:** Test (2012). Chapter 6: Student Development-Employment**Read:** [*http://project10.info/DetailPage.php?MainPageID=158*](http://project10.info/DetailPage.php?MainPageID=158) | * Class will not meet on Campus for July 23nd. You will have a Flipped Classroom and will view the materials from wherever you prefer. Review the module and follow the steps for class today.
* Application Activity- Work on your IEP
* Complete your parent training activity
* Update Transition Manual
 | **Microteaching 1****Article 4 Question and Discussion**: Kiernan, Hoff, Freeze, & Mank, (2011). *Employment first: A beginning not an end.* |
| W, 07/25 | **Final Simulations: Parent Training**Collaborators, Roles, and Strategies |  | * Utilize Transition Manual
 | **Article 5 Question and Discussion:** *Engaging Families at the Secondary Level: What Schools Can Do to Support Family Involvement***Microteaching 2****Transition Manual**I**EP**  |
| F07/27 |  | **Field Visit to The Beautiful Rainbow Cafe** |  | Meet at Publix on East University Dr. at 8:00 am. We will carpool and caravan to the restaurant.  |  |

**Note:** The in-class activities could change based on student need and interest.

**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 Requirements/Evaluation:**
2. **Pre-Class Learning Activities and Participation**-Students will complete learning activities prior to most classes to prepare them for the in-class discussion and activities. The purpose of these activities is to provide the students with basic background knowledge that they can apply during the in-class activities. The points for these activities range from 10 to 20 points each for a total of **50 points.** A brief description of the different kinds of activities follows:
3. **Article Questions and Discussions (TOTAL 40 points – 10 points per article)** There are 5 article and discussion activities. You only need to respond to 4.For each of the assigned articles you complete, you will respond to a discussion question. You will answer questions on the Canvas Discussion Board. Under “Assignments” you will find a link for “Article Discussions”. After you click this link you will be provided with instructions for answering your questions and posting your discussion response. This information is also found under the “Discussion” link.

Requirements for Article Questions/Discussion Assignment:

* Post your responses on the Discussion Board for the appropriate article.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 5 sentences).
* You must also respond to one of your classmate’s posts. A response must be at least two sentences and be a meaningful and reflective reaction to their post.
1. **Secondary IEP Webinar (10 points**) You will view the AL Secondary IEP webinar and respond to questions.
2. **In-Class Learning Activities (TOTAL 50 points).** You will participate in a number of learning activities throughout this course. These activities may be completed individually or in a group. Assignments for these activities will be varied (e.g., develop recommendations, develop a data collection instrument, create a brochure). Some activities may require preparation ahead of time, and therefore, these assignments may serve as a starting point for a learning activity to be completed in class. The amount of points per activity will typically range from 5-15 points, depending on the complexity of the activity. You must be present in class to complete learning assignments; however, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment. It is your responsibility to provide an excuse and to request a replacement assignment.
3. **Transition Manual (TOTAL 100 points)** Students will develop a Transition Manual based on the content covered in class. A template will be provided and at the end of each class and/or before the next class meeting students will complete the relevant section of the Manual. This Manual will be used for completing the Final and will be due on the last day of class.
4. **EBP Instructional Strategy Microteaching (TOTAL 100 points)** Students will research and present on an evidence-based instructional strategy for transition. Students will create a portfolio focused on an evidence-based instructional strategy for teaching transition skills. They will also demonstrate the instructional strategy in class. Each presentation, including the demonstration of the implementation of the strategy, should be between 7-9 minutes. (Depending on the strategy, there might be a need for a longer amount of time. Please discuss with the instructor if you think you will need more than the allotted time.) For the demonstration of the strategy, on-campus students can implement the lesson using the rest of the class as students or select a student or two. What is most appropriate depends on the strategy and lesson. On-line students can use actual students, peers, family members, etc. Distance Education students will submit a videotape of their microteaching. Each presentation should be between 7-9 minutes. A Summary/Fact sheet that includes the strategy, level of evidence, brief description of strategy, how and where strategy has been used, and your evaluation of the strategy. This will be shared with the class. The portfolio also includes an **annotated bibliography of a minimum of 5 research studies that support the practice.** Each annotation should be a minimum of 50 words.
5. **Assessment and IEP (Case Study Charles) (TOTAL 100 points).** Student will review assessment data of a secondary student with a disability and will participate in self-assessment activities in order to determine the student’s needs, taking into account the student’s preferences and interests as they relate to transition planning and programming. On-campus students will work in assigned groups. On-line students can work individually or in groups of 3 or fewer. Students will use the assessment information gathered from and about a student, coupled with a Case study to develop an IEP.
6. **Community Resource Fair (TOTAL 100 points).** The purpose of this project is to provide students with key information about agencies and programs involved in transition. On campus students, in groups of two, and DE students, individually or with one other class member, will select one of the agencies/organizations (listed below) involved in the transition process. They will interview a representative of the agency/organization. At a minimum, the following must be summarized: federal legislation/guidelines related to transition (if exists), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop a minimum of 3 strategies for educators for working with this agency or procedures for initiating services. As well, you are to develop a poster that describes the agency and strategies. This information should be summarized on a handout that you will distribute to class members. There will be a sign-up sheet for topics. There will be an agency fair where the posters will be presented. Additionally, you will view your classmates’ posters and complete a fact sheet worth **100 points. (**Individual or group**)**

Vocational Rehabilitation Career/Tech Education Disability Organ.

Mental Health/Mental Retardation One Stop Career Center WIOA

Housing and Urban Development Families (PACER) Social Security

Students with Disabilities Services Juvenile Justice Other

1. **Graduate Project: Parent Training on Transition (TOTAL 100 POINTS)** On the last day of class, Graduate students will participate in a simulation, which will require the integration and application of course content. On-campus graduate students will work in groups, and distance education students may work in groups of 2 or less, or individually. Students will prepare a parent training on transition to inform parents of students pursuing the Alternate Achievement Standards Pathway of the available community resources and services to help plan for transition. The parent training simulation should include the following: (a) an agenda, (b) sign in sheet, (c) resources, and (d) a parent in put document/survey. Distance education students will video their presentation and present online for on-campus students to view in class.
2. **Rubric and Grading Scale:**

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| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| Pre-Class Learning Activities | 50 | Pre-Class Learning Activities | 50 |
| In-Class Learning Activities | 50 | In-Class Learning Activities | 50 |
| Transition Manual | 100 | Transition Manual | 100 |
| EBP MicroteachingResource Fair | 100100 | EBP MicroteachingResource Fair | 100100 |
| Assessment and IEP | 100 | Assessment and IEP | 100 |
|  |  | Graduate Project | 100 |
| TOTAL | 500 | TOTAL | 600 |

|  |  |  |  |
| --- | --- | --- | --- |
| Undergraduate Students |  | Graduate Students |  |
| 450-500 | A | 540-600 | A |
| 400-449 | B | 480-539 | B |
| 350-399 | C | 420-479 | C |
| 300-349 | D | 360-419 | D |
| <300 | F | <360 | F |

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all class discussions and participate in all exercises. 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. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
3. **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 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/>).
4. **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 online via Canvas.
5. **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).
6. 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.
7. 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.
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