

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Course Syllabus

**Summer 2023**

# **General Course Information**

**Course Number:** RSED 5170/6170/D

**Course Title:** Transitions from Birth to Adulthood

**Credit Hours:** 3 Semester Hours

**Course Prerequisites and Corequisites:** None

**Course Meetings:** Tuesday and Thursday, 12:30 PM-4:15 PM HC1212

**Instructor:** Shalece S. Kohnke, Ph.D.

**Office Location:** Haley Center 1224C

**Phone/E-mail:** 334.844.7690

**Office Hours:** (by appointment)

**E-mail:** [ssk0024@auburn.edu](mailto:ssk0024@auburn.edu)

# **Text or Major Resources**

## Textbook

Rae, J. A. (2019). *A collaborative approach to transition planning for students with disabilities.* SLACK Incorporated. (Available from AU Bookstore – available as an e-book).

## Selected Readings

See Canvas and Custom Readings.

This course will utilize Perusall to complete assigned readings. You will receive a code from the AU bookstore to receive access.

## Canvas

All assignments, materials, and readings can and will be accessed through Canvas.

# **Course Description**

Through this course, you will explore the history, philosophy, models, and definitions of transition with an emphasis on practices, programs, and services. You will learn about transition programs and practices for children and youth with disabilities. You will also be introduced to proven ways to support successful transitions for children and young adults with disabilities, with a special focus on evidence-based practices to facilitate these transitions.

# **Outcomes and Objectives**

* Candidates will select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers, and daily living. [State standard 4.2]
* Candidates will develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. [State standard 5.1.5]
* Candidates will learn to develop appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions. [State standard 5.2.1]
* Candidates will learn to teach and promote self-determination and self-advocacy skills. [State standard 5.2.2]
* Candidates will learn to cooperate with other agencies to address post-school outcomes. [State standard 7.2]

# **Distance Learning Sections**

Canvas will be used for distance learning delivery. If you are 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. You 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.

## Asynchronous Participation (online students):

* The course will have recordings of class lectures available on Canvas through Panopto to be viewed by students.
* The course provides for timely and appropriate interactions between instructor and students. The instructor will respond to Tigermail emails within 24 hours of receipt (note: this may vary for emails sent on Saturday or Sunday).
* Students must have regular, reliable internet access to participate in the course.
* Your Auburn University email address is the university-approved form of communication between instructors and students.
* The syllabus, class assignments, lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently. You should adjust your notification settings to receive an email for announcements, grade postings, etc.
* The course is designed to be somewhat flexible so that you can complete modules within an identified time range. The Course Schedule table above lists the pace at which you should complete the **course requirements**. You must work through each module in the order they are listed.

# **Course Requirements/Evaluation**

### **Attendance (100 points total)**

In-Person: Attendance will be taken at the beginning of each class session. If you arrive after attendance has been taken or leave before the end of the class session without prior permission, you will be marked as tardy or absent, respectively. Excused absences will not be penalized.

Canvas keeps track of the grade on an on-going basis based on how many days of attendance have been taken so far. Being Late equals 80% for that day (the instructor can lower that percentage in the Roll Call settings). Being Absent equals 0% for that day. To show the current attendance grade, Canvas completes the following formula: # of days marked Present + (# of days marked Late x .8) ÷ total number of days attendance was taken. This percentage result is then rendered out of 100 points in the assignment.

Distance: Watching the assigned Panopto recording for the week will account for distance attendance. The Panopto recordings must be completed before the next class, as specified in Canvas.

### **Active Participation (22 points; 2 points each day)**

Learning is the acquisition of knowledge or skills. You need to become an engaged learner if you are to be successful in learning the content covered in this course and practicing skills associated with that content. To become an engaged learner, you must actively participate in the course. Participation includes completing all course assignments, projects, and learning activities. In addition to completing these course requirements, Canvas Access Reports and class engagement in discussions (online and/or in-class) will be considered to determine participation. Participation will also include your engagement with peers and contribution to group activities.

## Assignments: Active Reading with Perusall (100 points; 10 points each)

Online students are expected to engage in the activity the week each activity is assigned. In-class activities are due the week listed in the course schedule unless otherwise specified in Canvas.

If you are absent or cannot turn in the activity as scheduled, it is your responsibility to provide a university-approved excuse and inform me that you need to complete a make-up assignment.

## Projects

Written assignments must be prepared using word processing software (or other assignment-appropriate software, e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

Assignments must be **turned into Canvas** on the day and time they are due. All assignments should be posted on Canvas using their corresponding Assignment link. Please **do not email assignments**. 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.

### Transition Planning Project (70 points total)

You will use the transition planning project templates and case study provided to you in Canvas. Review the rubric in Canvas before submission. The project will be broken into four parts:

Part 1: 10 points

Part 2: 20 points

Part 3: 15 points

Part 4: 25 points

### Comprehensive Transition Plan Analysis and Enhancement [Graduate Project] (70 points)

This project is for GRADUATE STUDENTS ONLY. You will analyze a completed transition plan and correct the sections not meeting Indicator 13. Review the rubric in Canvas before submission

# **Grading Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Undergraduate Students** | **Points** | **Percentage** | **Graduate Students** | **Points** | **Percentage** |
| Attendance | 100 | 10 | Attendance | 100 | 10 |
| Participation | 22 | 15 | Participation | 22 | 15 |
| Assignments | 100 | 35 | Assignments | 100 | 35 |
| Projects | 70 | 40 | Projects | 140 | 40 |
| **Total Points** | **292** | **100** | **Total Points** | **362** | **100** |

# **Class Policy Statements**

## Participation:

Students are expected to attend (on-campus) or watch (online students) all classes and will be held responsible for any content covered. Students are expected to participate in all class activities. 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.

## 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
* Actions not considered professional include but are not limited to ordering food in the middle of class, completing assignments during class hours, and using social media.

## Generative Artificial Intelligence Tools:

In this course, students can use Generative AI Tools such as ChatGPT as a strategic tool/resource when studying or completing assignments. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate the use of a Generative AI Tool:

“The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

# **Absences**

## **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/>).

## **Make-Up Policy:**

Arrangement to make up missed major examinations (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 the 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.

# **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, an addendum to your syllabus and/or course assignments will replace the original materials.

# **Tentative Course Schedule**

**Note:** Some class content may be delivered via a flipped classroom in order to provide more time for application of content in class. Students will be informed in advance if this occurs.

| **Class/Date/Topic** | **Reading Assignments**  **DUE Before Class** | **Assignments/Projects**  **DUE Before Class** | **In-Class Activities** |
| --- | --- | --- | --- |
| **1**  **May 16,**  **THURSDAY**  Overview of Transitions and Legislation | Welcome from your instructor  Syllabus  Chapter 1  Chapter 18 | You should confirm that you have access to textbook.  Review the syllabus. | Perusall: Syllabus Activity  Lecture & Discussion  Learning Activities |
| **2**  **May 21,**  **TUESDAY**  Transition Planning Practices, Self Determination, and Self Advocacy | Chapter 2  Chapter 3 | Perusall: Chapters 1&2  Perusall: Chapters 2&3 | Lecture & Discussion  Learning Activities |
| **3**  **May 23,**  **THURSDAY**  Assessments | Chapter 4  Chapter 5 | Perusall: Chapters 4&5  **Transition Plan Part 1** | Lecture & Discussion  Learning Activities |
| **4**  **May 28,**  **TUESDAY**  Transition Plan Development | Chapter 6  Chapter 7 | Perusall: Chapters 6&7 | Lecture & Discussion  Learning Activities |
| **5**  **May 30,**  **THURSDAY**  Evidence-Based Transition Practices | Assigned Evidence-Based Transition Practices Readings | Perusall: Evidence Based Transition Practices  **Transition Plan Part 2** | Lecture & Discussion  Learning Activities |
| **6**  **June 4,**  **TUESDAY**  Special Education Programs and Agencies | Chapter 8  Chapter 9 | Perusall: Chapters 8&9 | Lecture & Discussion  Learning Activities |
| **7**  **June 6,**  **THURSDAY**  Preparing for Diverse Needs | Chapter 10  Chapter 11 | Perusall: Chapters 10&11  **Transition Plan Part 3** | Lecture & Discussion  Learning Activities |
| **8**  **June 11,**  **TUESDAY**  Preparing for Diverse Needs | Chapter 12  Chapter 13 | Perusall: Chapters 12&13 | Lecture & Discussion  Learning Activities |
| **9**  **June 13,**  **THURSDAY**  Preparing for Diverse Needs | Chapter 14  Chapter 15 | Perusall: Chapters 14&15  **Transition Plan Part 4** | Lecture & Discussion  Learning Activities |
| **10**  **June 18**,  **TUESDAY**  Preparing for Diverse Needs & Monitoring Practices | Chapter 16  Chapter 17 | Perusall: Chapters 16&17 | Lecture & Discussion  Learning Activities |
| **11**  **June 20,**  **THURSDAY**  Demonstration of Learning | Any remaining readings | GRADUATE STUDENTS ONLY:  **Comprehensive Transition Plan Analysis and Improvement** | Final lecture on remaining items  Course wrap up.  Learning Activities |
| **June 22nd** | Final exam period | | |

**Note:** Final projects will be presented in lieu of a written final examination.