

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

1. **COURSE NUMBER: RSED 8060**

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

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

 **Class Meeting**: Tuesday and Thursday 5PM to 8PM

**Instructor: Dr. Peggy Shippen**

**Office Location: 1224A Haley Center**

**Phone and Email: 334-844-7676**

 shippme@auburn.edu **Use my email as your contact method.**

**Office Hours by appointment via Zoom**

1. **DATE SYLLABUS PREPARED:** Updated May 2024

**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 in research methods in the Social Sciences.**

1. **TEXT or MAJOR RESOURCES:**

National Technical Assistance on Transition <https://transitionta.org/>

Patten, M.L. (2017). *Understanding Research Methods: An Overview of the Essentials* (10th ed.). Routledge. <https://doi.org/10.4324/9781315213033>

**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 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 research methods.

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 |
| Week 1May 16 | Course Overview Transition and Research Methods | *What is the foundation for transition services for people with disabilities?* | Review SyllabusREADINGS:Found on Canvas*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.*OSEP Report: A Transition Guide (2020)- GroupsDiscuss literature review topics.PRISMA Standards |
| Week 2May 21, 23 | Foundations for Transition Legislation & Models | *What is the legal foundation for transition services for young children and youth with disabilities?* | Guest Lecturer: Dr. Nick DerzisREADINGS:Wrightslaw (nd). Early Intervention (Part C of IDEA). Retrieved from <https://www.wrightslaw.com/info/ei.index.htm>**Patten Part 1:** Introduction to Research MethodsPaper Topic Approval |
| Week 3May 28, 30 | Research Methods |  | Transition Guide Overview Sections (Pairs Q & A)Draft Outline of paper with projected pages per topic**Patten Part 2 and 3:** Reviewing and Citing Literature and Basic Concepts in Quantitative ResearchArticle Review Presentations and Discussion (Individual Q & A) |
| Week 4June 4,6 | Research Methods  |  | READINGS:Paper Discussion and Review **Patten Part 4 and 5:** Sampling and MeasurementArticle Review Presentations and Discussion (Individual Q & A) |
| Week 5 June 11,13 | Research Methods |  | READINGS:Paper Discussion and Review**Patten Part 6 and 7:** Qualitative Research Design and Designing Experimental Research |
| Week 6June 18, 20 | Research Methods |  | READINGS:Paper Discussion and ReviewPresentations of Research Area Paper**Patten Part 8 and 10:** Analyzing and Understanding Data and Preparing Research Reports |
| Week 7June 25 |  |  | Final Paper Due |

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

1. **COURSE REQUIREMENTS/EVALUATION:**

**Article Reviews and Presentation 20 points (Rubric)**

**Research Paper Presentation 30 points (Rubric)**

**Research Paper 40 points (Rubric)**

**Attendance and Participation 10 points**

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**

Article Review and Presentation 20

Research Paper Presentation 30

Research Paper 40

Attendance 10

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

**Article Review and Presentation (20):** Students will choose one article related to the research paper. Each review will be a 3-page summary and reaction. Also, students will present their article to the class during a 20-minute segment.

**Research Paper Presentation (30):** Each student will present a summary of their research paper to the class. The presentation should be 30 minutes in length, interactive, and engaging.

**Research Paper (40):** Students will write a literature review on a topic approved by the instructor. This 10-page document will be a beginning to investigating future research topics within the PHD program.

 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. 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 determine 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.
4. 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 assignments 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/assignment (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.