

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Transition and Secondary Methods: Course Syllabus

**Fall 2025**

# **General Course Information**

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

**Credit Hours:** 3

**Course Location:** Education Complex 2203

**Course Time:** 2:00-3:15 pm Tuesdays and Thursdays

**Course Prerequisites and Corequisites:** None

**Instructor:** Dr. Shalece Kohnke

**Email Address:** ssk0024@auburn.edu

The instructor will respond to emails within 48 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

**Phone Number:** (334) 844-7690

**Office Hours:** By appointment.

**In person-** Education Complex 3154

**Virtual-** <https://auburn.zoom.us/j/82166137821>

# **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 through VitalSource).

## Selected Readings

 See Canvas and Custom Readings.

## 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**

If you are taking this course via distance education, you are expected to follow the course schedule, watch video lectures, and complete assignments on Canvas. Canvas supports student learning for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories to facilitate their successful course completion.

## Asynchronous Participation (online students):

* The course will have recordings of class lectures available on Canvas through Panopto for students to view. **You will receive a grade based on the percentage of the Panopto recording you watch.**
* The course provides for timely and appropriate interactions between the instructor and students.
* 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 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 Category: 5% of final grade**

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.

### **Engagement Category: 25% of final grade**

### Active Participation (135 points; 5 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.

## Reading Quizzes (200 points; 10 points each)

Each reading assignment will have a corresponding quiz due before the corresponding class.

## Project Category: 30% of final grade

## General Education Lesson Plan Adaptation (100 points total)

Students will adapt a provided general education lesson plan to meet the individual needs of an assigned student from a case study. This assignment requires clear, professional communication and realistic, evidence-based decision-making to ensure the adapted lesson plan supports the student’s access, engagement, and learning. Students must demonstrate understanding of the student’s unique strengths and challenges and apply appropriate modifications, accommodations, and instructional strategies.

## Transition Collaborators Project (50 points total):

This project aims to provide you with key information about agencies and programs involved in transition. You will choose one agency/organization involved in the transition process. You will research the following about your assigned agency--at a minimum, federal legislation/guidelines related to transition (if they exist), funding, services provided, eligibility criteria, and when and how involved in the transition process. Also, you are to develop at least 3 strategies for educators for working with this agency or procedures for initiating services. To gather information, you may interview someone from the agency, explore the agency’s website, consult national centers, etc. You will present and share this information with the rest of the class. You may present this information in any way that you would like. Be creative and have fun! Possible options, which are not all-inclusive, are an infographic, role play, talking PowerPoint, flyer, poster, video, etc. Summarize this information on a handout that you will provide to class members. Distance Education students will submit their assignment on Canvas for everyone to review.

### 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 that do not meet Indicator 13. Review the rubric in Canvas before submission.

## Transition Plan Category: 30% of final grade

### Transition Plan (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

# **Grading Scale**

# **Undergraduate Student Rubric and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Category** | **Weight** | **Details** |
| **Attendance** | 5% | Based on presence and punctuality. Full credit requires consistent attendance. |
| **Engagement** | 25% | - Reading Quizzes- Participation Activities |
| **Projects** | 30% | - General Education Lesson Plan Adaptation- Transition Collaborators Project |
| **Transition Plan** | 40% | Transition Plan assignment |
| **Total** | **100%** |  |

# **Graduate Student Rubric and Grading Scale:**

|  |  |  |
| --- | --- | --- |
| **Category** | **Weight** | **Details** |
| **Attendance** | 5% | Based on presence and punctuality. Full credit requires consistent attendance. |
| **Engagement** | 25% | - Reading Quizzes- Participation Activities |
| **Projects** | 30% | - General Education Lesson Plan Adaptation- Transition Collaborators Project- Graduate Project |
| **Transition Plan** | 40% | Transition Plan assignment |
| **Total** | **100%** |  |

# **Grading Scale**

Final grades are based on **category weights**, not raw points. For example:

* In the **Engagement** category (335 points), a student earning 220 would receive: (220÷335)×25%=16.0% toward final grade

| **Final Percentage** | **Letter Grade** |
| --- | --- |
| 90–100% | A |
| 80–89% | B |
| 70–79% | C |
| 60–69% | D |
| Below 60% | F |

# **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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Dates** | **Perusall Readings****(Before class)** | **Due Assignments at 11:59pm** | **Notes** |
| **Week 1: Transitions from Birth to Adulthood** |
| T- 8/19 | Syllabus (will practice in class) |  |  |
| Th- 8/21 | Chapter 1 & 18 |  |  |
| **Week 2: Transition Frameworks and Collaboration** |
| T- 8/26 | Chapter 2 & 3 | Ch. 1, 18, 2, & 3 Reading Quizzes (RQ) |  |
| Th- 8/28 |  |  |  |
| **Week 3: Assessment** |
| T- 9/2 | Chapter 4 & 5 | Ch. 4 & 5 RQsTransition Plan Part 1 |  |
| Th- 9/4 |  |  |  |
| **Week 4: Transition Planning for Post School Success** |
| T- 9/9 | Chapter 6 & 7 | Ch. 6 & 7 RQs |  |
| Th- 9/11 |  |  |  |
| **Week 5: Evidence Based Transition Planning and Self-Determination** |
| T- 9/16 | Assigned Readings | TBA RQTransition Plan Part 2 | Readings will be clearly marked in Canvas |
| Th- 9/18 |  |  |  |
| **Week 6: Leadership and Community Agencies** |
| T- 9/23 | Chapter 8 & 9 | Ch 8 & 9 RQs |  |
| Th- 9/25 |  |  |  |
| **Week 7: Evidence Based Secondary Methods** |
| T- 9/30 | Assigned Readings | TBA RQTransition Plan Part 3 | Readings will be clearly marked in Canvas |
| Th- 10/2 |  |  |  |
| **Week 8: SLD & SLI** |
| T- 10/7 | Chapter 10 | Ch. 10 RQ |  |
| Th- 10/9 |  |  | FALL BREAK |
| **Week 9: EBD & Mental Health Disorders** |
| T- 10/14 | Chapter 11 | Ch. 11 RQ |  |
| Th-10/16 |  |  |  |
| **Week 10: Sensory Impairments** |
| T- 10/21 | Chapter 12 | Ch. 12 RQTransition Plan Part 4 |  |
| Th-10/23 |  |  |  |
| **Week 11: Autism without Language or Intellectual Impairment** |
| T- 10/28 | Chapter 13 | Ch. 13 RQ |  |
| Th-10/30 |  |  |  |
| **Week 12: OHI, Chronic Impairments, & TBI** |
| T- 11/4 | Chapter 14 | Ch. 14 RQ | \*Possibly asynchronous |
| Th- 11/6 |  | Lesson Plan Adaption | Asynchronous  |
| **Week 13: Moderate, Severe, Multiple, & Profound ID** |
| T- 11/11 | Chapter 15 | Ch. 15 RQ |  |
| Th- 11/13 |  |  |  |
| **Week 14: Autism with Language & Intellectual Impairment** |
| T- 11/18 | Chapter 16 | Ch. 16 RQ |  |
| Th-11/20 |  | Transition Collaborators Project |  |
| **THANKSGIVING BREAK WEEK** |
| **WEEK 15: Effectiveness of Transition Planning** |
| T- 12/2 | Chapter 17 | Ch. 17 RQ |  |
| Th- 12/4 |  | Graduate Project | LAST CLASS |