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| **RSED 5170, 6170, and 6176**  **Transitions from Birth to Adulthood**  **Syllabus**  ***Fall 2016***  **- - - - - - - - - -**  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Professor information:  **Karen Rabren, PhD**  Office: 1234-C Haley Center  and  107 Ramsay Hall  [rabreks@auburn.edu](mailto:ckd0004@auburn.edu)  Graduate Assistant information:  **Betty Schiffer, MEd**  Office: 1234G Haley Center  [bjs0017@auburn.edu](mailto:bjs0017@auburn.edu) |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

1. **Course Number:** RSED 5170/6170/6176

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| **Course Title:** | Transitions from Birth to Adulthood | |
| **Credit Hours:** | 3 Semester Hours | |
| **Course Meetings:** | Thursday, 4:00-6:25 p.m. Haley Center 3334 | |
| **Prerequisites:** | none | |
| **Corequisites:** | none | |
| **Instructor:** | Karen Rabren, PhD | Betty Schiffer, Graduate Assistant |
| **Office Location:** | 1234C Haley Center **and** 107 Ramsay Hall | 107 Ramsay Hall |
| **Phone/E-mail:** | 844-2082 or 844-5935  rabreks@auburn.edu | 844-5927  [bjs0017@auburn.edu](mailto:bjs0017@auburn.edu) |
| **Office Hours:** | Haley Center  Thursdays 1:30 – 3:30 p.m.  (other times by appointment) |  |

1. **Text or Major Resources:**

**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.

Rous, B. S., & Hallam, R. A. (2007). *Tools for transition in early childhood.* Baltimore, MD: Paul H. Brooks.

**Selected Readings** (in order of assignment)

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| (1) | Salkind, N. J. (2004). Jean Piaget’s cognitive model. In N. J. Salkind (Eds.), *An Introduction to Theories of Human Development* (pp. 242-260). Thousand Oaks, CA: Sage. |
| (2) | Ianacone, R. N. & Stodden, R. A. (1987). Overview: Transition issues and directions for individuals who are mentally retarded. In R. N. Ianacone & R. A. Stodden (Eds.), *Transition Issues and Directions* (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia. |
| (3) | Patton, J. R. & Dunn, C. (1998). Basic concepts. *Transition from School to Young Adulthood: Basic Concepts and Recommended Practices* (pp. 1-6). Austin, TX: ProEd. |
| (4) | Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood* (pp. 416-443). Upper Saddle River, NJ: Pearson. |
| (5) | Amos B. (2006). Transition in early childhood through middle school: Laying the foundation. In P. L., Sitlington, & G. M. Clark (Eds.), *Transition Education and Services for Students with Disabilities* (4th ed.). (pp. 108-120). Boston, MA: Pearson. |
| (6) | Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Transition and career development in middle school. *The Middle School Experience*, (pp. 55-83). Texas: Pro-Ed. |
| (7) | Kellems, R. O, & Morningstar, M. E. (2009). Tips for transition. *Exceptional Children, 43*, 60-68. |
| (8) | Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240. |
| (9) | Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education, 37*(3), 164-173. |
| (10) | Test, D., Fowler, C. H., Richter, S., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128. |
| (11) | Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48(3)*, 159-166. |
| (12) | Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.), *Transition education and services for students with disabilities* (5th ed.). (pp. 55-69.) Boston, MA: Pearson. |
| (13) | Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425. |
| (14) | Povenmire-Kirk, T. C., Bethune, L. K., Alverson, C. Y., & Kahn, L. G. (2015) A journey not a destination developing cultural competence in secondary transition. *Teaching Exceptional Children, 47(6),* 319-328. |
| (15) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
| (16) | Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities* (5th ed.). (pp. 256-261.) Boston, MA: Pearson. |

1. **Course Description:** This course provides an introduction to foundations of transition programs and practices for children and youth with disabilities. It introduces preservice professionals to proven ways to support successful transitions for children and young adults with disabilities. It also focuses on evidence-based practices to facilitate transitions from birth to young adulthood.
2. **Student Learning Outcomes:**
3. Describe the historical and current views of disability and how these views impact the delivery of transition services for young children and adolescents with disabilities.
4. Identify the characteristics of young children, pre-adolescents, and adolescents with disabilities and the impact of these conditions upon development, learning, and needed services.
5. Describe federal/state regulations related to early childhood and secondary transition programming.
6. Discuss educational service models related to early childhood and secondary programming.
7. Describe various evidence-based, school-based, 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)
8. Explain cultural diversity and its relationship to transition for children and youth with disabilities.
9. Identify family issues at different transitions from birth, childhood, and adolescence to adulthood.
10. Describe the roles of professionals, students and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)
11. Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
12. Describe the use of 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.
14. **Course Content & Schedule:**

| **Week/**  **Date/Topic** | **Course Obj.** | **Reading Assignments**  **(with Abbreviated Citations)** | **Assignments** | **Exams** | **Projects** |
| --- | --- | --- | --- | --- | --- |
| **1**  **Aug 18**  Course Overview and Intro to Transition | 1 | RSED 5170/6170/6176 Syllabus  TEXT: Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2013). A framework for positive outcomes. *Chapter 1* (pp. 1-21). | * Student Information Sheet (not graded) * Expectations Activity (not graded) | * Pre-Course Assessment (1 pt.) |  |
| **2**  **Aug 25**  Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | 1,2,3 | Salkind, N. J. (2004). Jean Piaget’s cognitive model. (pp. 242-260)  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). A framework for positive outcomes. *Chapter 1* (pp. 1-21). **(continued from previous week)** | * App Ex1: Transition Timeline (1 pt.) * Discussion Board 1 (4 pts.) |  | **Identify Poster Presentation Content (1 pt.)**  (GRADUATE STUDENTS ONLY) |
| **3**  **Sept 1**  Definitions and Models of Transition | 3,4 | Ianacone, R. N. & Stodden, R. A. (1987). Overview Transition issues and directions for individuals who are mentally retarded (pp. 3-4). | * App Ex 2: Personal Transition Experience (1 pt.) | * Mini Quiz 1 (2.5 pts.) |  |
| **4**  **Sept 8**  Legislative Overview | 3,4 | TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition legislation and models. *Chapter 2* (pp. 22-45).  Patton, J. R. & Dunn, C. (1998). Basic concepts (pp. 1-6). | * App Ex 3: Jig Saw-Decades (2 pts.) | * Mini Quiz 2 (2.5 pts.) |  |
| **5**  **Sept 15**  Transition and Early Intervention | 3,4 | **CONNECT Module 1:** [**http://community.fpg.unc.edu/connect-modules/learners/module-2**](http://community.fpg.unc.edu/connect-modules/learners/module-2)  Dunlap, L. L. (2009). Transitions: preparing for the next step (pp. 416-443).  Amos, B. (2006). Transition in early childhood through middle school: Laying the foundation (pp. 108-120). | * App Ex 4: Case Study: Part 1 (2 pts.) | * Mini Quiz 3 (2.5 pts.) |  |
| **6**  **Sept 22**  Middle School Transition | 3,4 | Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Transition and career development in middle school (pp. 55-83). | * App Ex 5: Case Study: Part 2 (2 pts.) | * Mini Quiz 4 (2.5 pts.) |  |
| **7**  **Sept 29**  Secondary Transition | 4,5 | TEXT: Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition legislation and models. *Chapter 2* (pp. 22-45). |  | * Mini Quiz 5 (2.5 pts.) |  |
| **8**  **Oct 6**  Evidence-based Practices in  Transition | 4,5 | **IRIS Module 1:**  [**http://iris.peabody.vanderbilt.edu/module/ebp\_01/**](http://iris.peabody.vanderbilt.edu/module/ebp_01/)  Kellems, R. O. & Morningstar, M. E. (2009). Tips for transition. | * IRIS Module Responses (4 pts.) | * Mini Quiz 6 (2.5 pts.) | **Poster Presentation DUE (14 pts.)**  (GRADUATE STUDENTS ONLY) |
| **9**  **Oct 13**  EBPs Early Childhood | 4,5 | Rouse, B., & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions.  Odom S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices.  TEXT: Rous, B. S., & Hallam, R. A. (2007). Program practices. *Chapter 7* (pp. 85-112). |  |  |  |
| **10**  **Oct 20**  EBPs Secondary | 4,5 | Test, et al. (2009). Evidence-based practices in secondary transition (pp.115-128).  Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities (pp. 159-166). | * App Ex 6: Case Study: Part 3 (2 pts.) | * Mini Quiz 7 (2.5 pts.) | **EPBs Portfolio Part 1- Early Childhood Practices (10 pts.)** |
| **11**  **Oct 27**  Self-Determination | 5 | Sitlington, P. L., Neubert, D. A., & Clark, G .M. (2010). Students and families: Key participants (pp. 55-69).  Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform (pp. 413-425). | * Discussion Board 2 (4 pts.) | * Mini Quiz 8 (2.5 pts.) |  |
| **12**  **Nov 3**  Families and Multicultural Issues | 7,8 | **CONNECT Module 2:** [**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/connect-modules/learners/module-4)  TEXT: Rous, B. S., & Hallam, R. A. (2007). Child and family practices. *Chapter 8* (pp. 113-126).  TEXT: Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Multicultural and collaboration competencies for working with families. *Chapter 3* (pp. 46-66). |  | * Mini Quiz 9 (2.5 pts.) | **EPBs Portfolio Part 2- Secondary Practices (10 pts.)** |
| **13**  **Nov 10**  Transition Planning | 10 | **IRIS Module 2:**  [**http://iris.peabody.vanderbilt.edu/module/tran/**](http://iris.peabody.vanderbilt.edu/module/tran/)  TEXT: Rous, B. S., & Hallam, R. A. (2007). Developing the plan. *Chapter 10.* (pp. 13-24). **(continued from previous week)**  TEXT: Flexer, R.W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Developing postsecondary goals. *Chapter 6* (pp. 124-150). | * App Ex 7: Case Study: Part 4: with IEP Goals (2 pts.) * IRIS Module Responses (4 pts.) |  |  |
| **14**  **Nov 17** Coordinating Transition Services and Roles and Responsibilities | 7,8,9 | **IRIS Module 3:** [**http://iris.peabody.vanderbilt.edu/module/cou2/**](http://iris.peabody.vanderbilt.edu/module/cou2/)  TEXT: Rous, B. S., & Hallam, R. A. (2007). Building the interagency team. *Chapter 3* Interagency structure. *Chapter 4* (pp. 43-77).  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Coordinating transition services***.*** *Chapter 10* (pp. 227-250). | * IRIS Module Responses (4 pts.) | * Mini Quiz 10 (2.5 pts.) | **EBPs Portfolio Part 3 DUE (10 pts.)** |
| **Nov 24 THANKSGIVING BREAK** | | | | | |
| **15**  **12/01**  Current and Future Issues | 11 | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes (pp. 486-498).  Sitlington, P. L., Neubert, D. A., & Clark, G.M. (2010). Where do we go from here? (pp. 256-261) | * App Ex 8: Fish Bowl (2 pts.) * Discussion   Board 3 (4 pts.) | * Post-Course Assessment (1 pt.) |  |

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

**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. **Examinations and Quizzes**
3. **Pre-Course and Post-Course Assessment (completed or not completed -TOTAL 2 points).** These are practice tests. The purpose of these tests is to determine your knowledge of transition practices and concepts before and after the course. You will complete both a pre-course and post-course assessment on the major concepts of this class content. You must complete both the pre-course and post-course assessment to earn the 2 points designated for these two practice exams.
4. **Quizzes (TOTAL 25 points,** **2.5 points each).** There will be **10** **TIMED** mini quizzes in this course. The ten mini quizzes are not comprehensive throughout the course. Quizzes will be a combination of objective and short-answer items.These exams will be available on Canvas under the *Quizzes* tab. Each quiz will unlock one week before the due date and time. You will have one attempt to take the mini quiz and there is a time limit (25 minutes).
5. **Assignments**
6. **Student Information Sheet (complete/incomplete)** The purpose of this activity is for you to provide me with basic information about yourself, so I can know more about your background of experiences and current status that may influence how you engage in the material to be presented in this course.
7. **Expectations Activity (complete/incomplete)** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
8. **Active Learning Activities**

Active learning provides students opportunities to demonstrate their own understanding of a topic (Svinincki, & McKeachie, 2011). Becoming an active learner requires more than “going through the motions” of completing assignments. You will be challenged to solve problems, discuss issues, and share ideas that impact, or could influence the delivery of transition services for children and youth with disabilities. Active learning activities for this class will include: (a) answering questions and providing posts from selected reading assignments, (b) completing learning modules from national centers, (c) completing application exercises, and (d) participating in your Canvas learning opportunities.

* 1. **Selected Reading Questions/Discussions** **(TOTAL 12 points – 4 points each)** In addition to your textbook readings, you will have selected readings. You will answer questions on the Canvas Discussion Board for three of these readings. You will access Canvas and under *Assignments* and click on the link for *Selected Reading Questions/ 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 on Canvas. Also posted on Canvas, you will find guidelines for this assignment, the questions to be answered, a link to the reading, and a rubric that will be used as responses are graded.

Requirements for Selected Reading Questions/Discussion Assignment:

* Post your responses on the Discussion Board for the appropriate study question.
* You must submit an original answer to the study question provided. The post must contain at least one paragraph (minimum of 3 sentences).

You must also respond to one of your classmates posts. A response must be at least two sentences and be a **meaningful** and **reflective** reaction to their post.

* 1. **Learning Modules** **(TOTAL 12 – 4 points each)** The U.S. Department of Education funds several national centers to promote effective educational practices. Two centers that we will access in this course are the Iris Center and CONNECT: The Center to Mobilize Early Childhood Knowledge. You will find links to learning modules on content covered in this course under the Course Requirements section of this syllabus, as well as in weekly Canvas modules. You are expected to watch the videos and complete assigned activities for learning modules.
  2. **Application Exercises (TOTAL 14 points)**

You will participate in a number of application exercises throughout this course. These exercises may be completed individually or in a group. Assignments for these application exercises will vary (e.g., write brief responses, solve problems, or develop a plan). Some exercises may require preparation ahead of time with the application exercise to be completed in class. The amount of points per exercise will typically range from 1 to 5 points, depending on the complexity of the exercise. You must be present in class to complete application exercises; however, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment.

* 1. **Participation (TOTAL 5 points)**

In order for active learning to be successful, you, the learner must meaningfully participate in learning activities. Therefore, you will have the opportunity to earn participation points that help demonstrate your engagement in the learning process.

For distance education students, Canvas provides statistics on the frequency and length of time you visit Canvas materials, which is one measure of participation. Your participation will also be assessed by your involvement on other online engagement opportunities (e.g. Chat, Discussion).

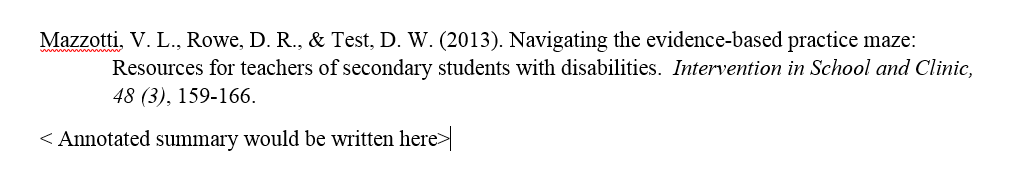
1. **Projects\***
   1. **Evidenced-Based Practices Portfolio Project (TOTAL 30 POINTS).** The evidence-based practices (EBP) portfolio will be a culminating collaborative project that incorporates many facets of this course. Throughout the semester, you will be introduced to the concepts of early childhood and secondary evidence-based practices in transition. Early childhood and secondary transition services should be implemented as a coordinated set of activities, which requires collaboration—an important component of transition. You will be presented with a case study that follows a student with a disability from early childhood services through graduation from high school. This project will integrate the case study, evidence-based practices, and collaboration into an evidence-based practices portfolio. This project will be due in parts throughout the semester and each portion will be graded. You will need to make edits to your sections prior to final submission of the portfolio. The due dates for sections will coincide with dates topics are covered in class and are listed on your syllabus. This assignment will be an electronic portfolio consisting of two parts: (1) a Word document submitted to Canvas and (2) a Discussion Board submission to share with your classmates.

**EBP Portfolio Steps:**

1. **Group Members:** This project will be a collaborative project, with at least two, but no more than three members. Your group member(s) will be assigned to you.
2. **Review Articles:** You and your partner(s) will review articles together that define and describe evidence-based practices for early childhood secondary transition. Sources should be chosen from professional journals in fields related to transition. You may include one reputable website resource; however, all sources must be credible and contain scholarly content.
3. **Identify Practices:** From the articles you reviewed and from the case study you have been provided, as a group, identify two practices for early childhood transition and two practices for secondary transition that would be beneficial in addressing a transition skill for the case study subject provided.

Each group member is responsible for identifying one early childhood practice and one secondary practice. If two, or more, group members identify the same EBP, they will need to continue their search to identify different practices. In other words, each group member should have a uniquely identified EBP for early childhood and secondary transition.

1. **Annotated Bibliography:** For each EBP you identified, you will write a one paragraph annotated bibliography of sources used to identify and substantiate the evidence-based practices you chose to include in your portfolio. You will begin each annotation with the correct APA Manual citation of the source, followed by listing the title of the evidence-based practice. Annotations must be succinct, yet comprehensively describe content from the original source. You must paraphrase information you include in your annotations. The annotations should be free of grammar, punctuation, and spelling errors. An example of a citation is provided below.

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1. **Appendices:** Provide at least two appendices that include examples of any commercially-made curriculum and/or materials that might be used to implement the identified evidence-based practices included in your EBP portfolio. The purpose of the appendices is to support the content that you discussed in your annotated summaries **and** provide you with resources that you can use as you work with children and students with disabilities. Information for the appendices may include but is not limited to flyers, brochures, websites (screen shot sample pages, with the link cited), and lists of curricula and/or assessments. Appendices are not a list of websites.

1. **Discussion and Share:** Once you have completed your portfolio, you will submit your assignment to Canvas. Next, you will upload your portfolio to the discussion board under the “EBPs Portfolio Discussion.” Uploading your portfolios allows you all to view and save each other’s portfolios to reference for future use. Once you have uploaded the portfolio, answer the following two questions:
2. Using one of the EBPs you describe in your portfolio, describe how you would use that practice with the student from your case study to teach a specific transition skill?
3. Chose an EBP other than the one you applied to the case study student and describe how you would implement that practice in transition services.
4. **Compile Portfolio:** 
   * 1. Cover page
     2. Table of Contents
     3. Evidence-based practices annotated bibliographies

Two early childhood transition

Two secondary transition

* + 1. Reference page
    2. Appendices
    3. Upload to Canvas assignment link and to the Discussion Board

* 1. **Poster Presentation** (Poster, One Page Summary, and Reference List): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**

1. **Poster**. You will develop a poster summarizing a transition topic. Your poster should capture important information about the topic. The poster should be well organized, visually appealing, and professionally developed. Graphics should be clear and used to further develop the content presented. Information should be logically presented and include headings or subheadings to help organize material, as needed. All information on the poster should be easily seen from a distance of 3 feet. The poster should be free of grammar, punctuation, and spelling errors. The poster should be developed using Microsoft PowerPoint or some other software that allows for the layout of large documents. The dimensions of the poster should be 36” H X 48” W. Posters can be printed at no charge at the Digital Resource Laboratory within the Ralph Brown Draughon Library. Share with class.
2. **One Page Summary**.Write a one-page single spaced (12 Times New Roman font) summary that further develops the topic that you presented in your poster. This summary should include a one paragraph introduction that identifies the topic and clearly describes the purpose of the paper/poster. The body of the paper should include two to three paragraphs that provide specifics about the topic supported by literature citations. The paper should close with a conclusion that recaps the specifics presented in the body and returns the reader’s attention back to the purpose of the paper presented in the introduction. The paper should be free of grammar, punctuation, and spelling errors.
3. **Reference List.** You will include a reference list of no less than 5, but no more than 10 sources used to develop your one-page summary and poster. Sources should be chosen from professional journals in fields related to transition. You may include three reputable website resources. However, all sources must be from credible, scholarly content. The references should be free of grammar, punctuation, and spelling errors.

**\* NOTE:** Before submitting your EBP and Poster Presentation projects, the written content of each must be **reviewed by a plagiarism checking software**. Only submit the body of your document. Do not include your reference page(s). You have free access to PlagScan through Canvas (see Modules). You may choose another plagiarism checking program such as Turnitin or Plagtracker, but you will be responsible for any costs associated with the use of another review program other than PlagScan.

1. **Rubric and Grading Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Graduate Grading and Evaluation** | | | |
| **Assignment** | **Pts.** |  | **Assignment** | | **Pts.** | | |
| Pre-Post Course Assessment | 2 |  | Pre-Post Course Assessment | | 2 | | |
| (10) Quizzes | 25 |  | (10) Quizzes | | 25 | | |
| (3) Questions/Discussion Posts | 12 |  | (3) Questions/Discussion Posts | | 12 | | |
| (4) Learning Modules | 12 |  | (4) Learning Modules | | 12 | | |
| Application Exercises | 14 |  | Application Exercises | | 14 | | |
| EBP Project | 30 |  | EBP Project | | 30 | | |
| Participation | 5 |  | Poster Presentation Project | | 15 | | |
| **Total Points** | **100** |  | Participation | | 5 | | |
|  |  |  | **Total Points** | | **115** | | |
| **Grading Scale** |  |  |  | | |  |
| 90-100  89-80  79-70  69-60  59- below | A  B  C  D  F |  | 103.5-115  92-103  80.5-91.5  69-80  68.5-below | | | A  B  C  D  F |

1. **Class Policy Statements:**
   * 1. **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. Distance education students’ attendance “in class” will be determined by when lectures are accessed.
     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 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/>).
     3. **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.
     4. **Written Assignments** are expected to be prepared using word processing software (or other assignment appropriate software e.g., Powerpoint), 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 on Canvas. All assignments should be posted on Canvas under there 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.

* + 1. **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).
    2. **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.
    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. 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

**References**

Svinicki, M., & McKeachie, W.J. (2011). MckKeachie’s teaching tips: Strategies, research, and theory for college and university teachers (13th ed.). Belmont, CA: Wadsworth.