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| **RSED 5170, 6170, and 6176**  **Transitions from Birth to Adulthood**  **Syllabus**  ***Fall 2017***  **- - - - - - - - - -**  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Professor information:  **Karen Rabren, Ph.D.**  Office: 1230 Haley Center  [rabreks@auburn.edu](mailto:ckd0004@auburn.edu)  Graduate Assistant information:  **Tamikia Brown**  [browntl@auburn.edu](mailto:browntl@auburn.edu) | College of Education Keystone Graphic with a listing of the conceptual framework for the College. |

**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, Haley Center 2454 | |
| **Prerequisites:** | none | |
| **Corequisites:** | none | |
| **Instructor:** | Karen Rabren, Ph.D. | Tamikia Brown  Graduate Assistant |
| **Office Location:** | 1230 Haley Center |  |
| **Phone/E-mail:** | 844-2082  rabreks@auburn.edu | [browntl@auburn.edu](mailto:browntl@auburn.edu) |
| **Office Hours:** | Mondays 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.

\*Note: This book will also be used in RSED 5190/6910, 6196.

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) | 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. |
| (2) | Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the *Coalition for Evidence-Based Policy* (from the *U.S. Department of Education, Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance*). (p. v) Retrieved on October 5, 2016, from <https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf> |
| (3) | Cook, B., Buysse, V., Klingner, J., Landrum, T., McWilliam, R., Tankersley, M., et al. (2014). Council for exceptional children: Standards for evidence-based practices in special education. *Teaching Exceptional Children*, *46*(6), 206–212. |
| (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) | 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. |
| (6) | 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. |
| (7) | Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). The middle school experience, (pp. 1-22 and 64-83). Texas: Pro-Ed. |
| (8) | [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download) |
| (9) | [Greene, G. (2009). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 196-228).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) |
| (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) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
| (15) | 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. |
| (16) | Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: 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 ecological influences on young children, pre-adolescents, and adolescents with disabilities and their effect on development, learning, and needed transition services.
5. Describe federal and 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- 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:**

| **Class/**  **Date/Topic** | **Course Obj.** | **Reading Assignments** | **Assignments/Projects** | **Exams** |
| --- | --- | --- | --- | --- |
| **1**  **August 24**  Course Overview and Intro to Transition |  | RSED 5170/6170/6176 Syllabus | * Student Information Sheet (completed/not completed) * Expectations Activity (not graded) |  |
| **2**  **August 31**  Views of Disability and  Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | 1, 2 | TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). A framework for positive outcomes. *Chapter 1* (pp. 1-21).  TEXT: Rous, B. S., & Hallam, R. A. (2007). A community approach to transition. *Chapter 1* and Tools for transition in early childhood*. Chapter 2* (pp. 1-24). | * Application Exercise 1: Personal Timeline (4 pt.) \* |  |
| **63**  **September 7**  Transition Legislation, Definitions,  and Models | 1, 3, 4 | TEXT: Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition legislation and models. *Chapter 2* (pp. 22-45).  (1) 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. | * Identify Poster Presentation Content (1 pt.)GRADUATE STUDENTS ONLY | * Mini Quiz 1 (4 pts.)   on content from class 1 and 2 |
| **4**  **September 14**  EBPs |  | Learning Module 1-[IRIS: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)  1. [Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the Coalition for Evidence-Based Policy](https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf). 2. Cook, B., Buysse, V., Klingner, J., Landrum, T., McWilliam, R., Tankersley, M., et al. (2014). Council for exceptional children: Standards for evidence-based practices in special education. *Teaching Exceptional Children*, *46*(6), 206–212 | * Learning Module 1-IRIS Responses (4 pts.) * Application Exercise 2: Looking for EBPs (5 pts.) \* | * Mini Quiz 2 (4 pts.)   on content from class 3 |

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| **5**  **September 21**  Transition: Early Intervention & Early Childhood Special Education | 3, 4, 5 | Learning Module 2- [CONNECT Module 2: Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2)  (4) Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.2  (5) 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.  Website resources: [ECTA Center](http://ectacenter.org/default.asp)  [Research and Training Center on Early Childhood Education](http://www.puckett.org/researchtrainingcenter.php) | * Learning Module 2- CONNECT: Transition Responses (4 pts.) | * Mini Quiz 3 (4 pts.)   on content from class 4 |
| **6**  **September 28**  EBPs Early Childhood | 4, 5 | (6) 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.  TEXT: Rous, B. S., & Hallam, R. A. (2007). Program practices. *Chapter 7* (pp. 85-112).  Case Study: Sam & Miguel |  |  |
| **7**  **October 5**  Middle School Transition | 4 | (7) Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Understanding middle schools, *Chapter 1* (pp.1-22) AND Understanding middle school students, *Chapter 3* (pp. 64-83).  Case Study: Sam & Miguel  Website resources:  [The Arc](http://www.thearc.org/who-we-are/position-statements/rights/self-determination)  [Disabilities, Opportunities, Internetworking, and Technology (Do-It)](http://www.washington.edu/doit/self-determination) | * Application Exercise 3: Early Intervention/Early Childhood (5 pts.) \* | * Mini Quiz 4 (4 pts.) on content from classes 5 and 6 |
| **8**  **October 12** | **FALL BREAK** | | | |
| **9**  **October 19**  Secondary Transition | 4, 5 | (8) [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)  (9) [Greene, G. (2003). Best practices in transition. *Pathways to Successful for Youth with Disabilities.*(pp. 196-228).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)  Website resource:  [National Technical Assistance Center on Transition](http://transitionta.org/) | * Poster Presentation DUE (14 pts.) GRADUATE STUDENTS ONLY | * Mini Quiz 5 (4 pts.) on content from class 7 |
| **10**  **October 26**  EBPs Secondary | 4, 5 | (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.  Case Study: Sam & Miguel |  | * Mini Quiz 6 (4 pts.) on classes 9 and 10 |
| **11**  **November 2**  Families & Multicultural Issues | 5, 7, 8 | Learning Module 3- [CONNECT: Family-Professional Partnerships](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).  (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.  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).  Website resources:  [ECTA Center](http://ectacenter.org/default.asp) | * Learning Module 3-CONNECT Module 4: Family-Professional Partnerships Responses   (4 pts.)   * Application Exercise 4: Secondary (5 pts.) \* |  |
| **12**  **November 9**  Self-  Determination  & Student-Focused Practices | 9, 10 | (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.  Website resources:  [PACER’s National Parent Center on Transition and Employment: Self-Determination](http://www.pacer.org/transition/learning-center/independent-community-living/self-determination.asp)  [ECTA Center](http://ectacenter.org/implement_ebp/implement_ebp.asp) Intensive TA for Implementing, Sustaining & Scaling Up Evidence-Based Practices to Improve Child Outcome |  |  |
| **13**  **November 16**  Transition Planning |  | Learning Module 4-[IRIS: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)  TEXT: Rous, B. S., & Hallam, R. A. (2007). Developing the plan. *Chapter 10.* (pp. 13-24).  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Developing postsecondary goals. *Chapter 6* (pp. 124-150). | * Learning Module 4- IRIS: Secondary Transition: Helping students with Disabilities Plan for Post-High School Settings Responses (4 pts.) | * Mini Quiz 7 (4 pts.) on content from classes 11 and 12 |
| **November 20-24** | **THANKSGIVING BREAK** | | | |
| **14**  **November 30**  Collaborative Transition Services |  | TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Collaborative transition services. *Chapter 8* (pp. 176-198) and coordinating transition services. *Chapter 10* (pp. 227-249).  TEXT: Rous, B. S., & Hallam, R. A. (2007). Building the interagency Team. *Chapter 3* (pp. 1-24). |  |  |
| **15**  **December 7**  Current and Future Issues | 11 | (14) Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.  (15) 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.  (16) Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. | * Application Activity 5: Wrap up & Reflection (4 pt.) \* * EBP Portfolio Final Project (25 pts.) | * Mini Quiz 8 (4 pts.) on content from classes 13 and 14 |

**\* Application Activities** will be started or conducted in class. These assignments will remain **open one-full week after the date they are due** to allow distance learning students the opportunity to complete these assignments and for on-campus students to have time to review their work before final submission.

**Note:** A final project 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. **Quizzes**
3. **Quizzes (TOTAL 36 points,** **4 points each).** There will be **eight** **TIMED** mini quizzes in this course. The eight mini quizzes are not comprehensive. Quizzes will be comprised of multiple choice and true or false 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 20-minute time limit to complete the quiz.
4. **Assignments** (All assignments will be submitted to Canvas.)
5. **Student Information Sheet (complete/incomplete).** The purpose of this activity is to provide me with basic information about you, 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.
6. **Expectations Activity (complete/incomplete).** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
7. **Online Learning Modules** **(TOTAL 16 points – 4 points each).** The U.S. Department of Education funds several national centers to promote effective educational practices. Two of these centers are (1) the CONNECT: Center to Mobilize Early Childhood Knowledge and (2) the Iris Center at Vanderbilt University. You are expected to read the content, view videos, and complete assignments within identified learning modules as described under the *Assignments* link in Canvas.
8. **Application Exercises (TOTAL 23 points).** You will participate in application exercises throughout this course. These exercises will be completed individually or in a group. Assignments for these application exercises will vary (e.g., respond to a case study, write brief responses, solve problems, or develop a plan). Some exercises may require preparation ahead of time with the application exercise to be completed the following class. You will have one week from the time the application exercise is introduced in class until it is due.

The amount of points per exercise will vary, depending on the complexity of the exercise. On-campus students must be present in class to complete application exercises. Online students are expected to engage in the activity the week each exercise is assigned.

If you are absent from class, or cannot access the online material the week the exercise is introduced, and you have an excuse that meets university approval, you will be allowed to make-up the application exercise. If you are absent, it is your responsibility to provide an excuse and inform me that you need to complete a make-up assignment.

1. **Evidenced-Based Practices Portfolio Project (TOTAL 25 points).** The evidence-based practices portfolio is a culminating project for this course. Throughout the semester, you will learn concepts of early childhood and secondary evidence-based practices in transition. You will also examine and reflect upon case studies of students with disabilities during their early childhood and secondary transitions.

**Follow Steps (a)-(d)** to complete this assignment:

1. **Identify Practices:** Identify **four** evidence-based practices (two for early childhood transition and two for secondary transition) that would be beneficial in addressing a transition skill needed by the case study student.
2. **Review Articles:** You will locate and review articles that define and describe evidence-based practices for early childhood and secondary transition. Chose four articles (one to support each EBP you identify). Articles should be chosen from professional journals in fields related to transition. Ask me about your choices, if you are unsure about an article.
3. **Develop your EBP Portfolio.**
   1. **Title Page:** The title page should follow the most recent APA manual requirements and include the title, and the name of the author, the name and address of the institution and the date.
   2. **Table of Contents:** Develop a table of contents page for your portfolio, following the most recent APA manual requirements. The table of contents should provide the reader with information about the entire portfolio. It should list the title of each summary and the page numbers each can be found, as well as the reference page and appendices.
   3. **Summaries:** You will an introductory paragraph identifying the EBP and the website that identified it as such. You will then write a brief summary of the article used to identify and substantiate the evidence-based practice. Each summary should be double-spaced and be about two pages in length.

Summaries must be succinct, yet comprehensively describe content from the original source. You must paraphrase information you include in your summaries. These are brief summaries so only in rare occasions should direct quotes be used. Summaries should only include facts about the practice. Commentaries should not be included.

The summaries should be free of grammar, punctuation, and spelling errors. Use the following checklist to make sure you have included pertinent information in your summaries.

* **What?** Identify the EBP. **Provide an introductory statement to your summary including the name of the EBP.**
* **Who?** Identify students’ disability and/or functioning level, age, and grade level appropriate for the EBP, as well as who should implement the EBP (e.g., teacher, paraprofessional, parent, etc.).
* **Where?** Identify where the EBP is to be implemented (e.g., in the classroom or in the community).
* **How?** Describe the EBP and how it should be implemented.
* **Why?** Provide evidence to support the EBP (i.e., What reputable national website identified the practice as being evidence-based? and What are the results of the study you reviewed?).
  1. **References:** A reference page listing all the sources you cited in your summaries or other information you have used to write your summaries should be provided after the last summary. The reference list should follow the most recent APA manual requirements.
  2. **Appendices:** Provide an appendix for each EBP that includes examples of any commercially-made curriculum and/or materials that might be used to implement the identified practices. Each appendix should be numbered or lettered consecutively and each should be given a title.

The purpose of the appendices is to support the content that you discussed in your paper **and** provide you with resources that you can use. Information for the appendices may include, but is not limited to: flyers, brochures, websites (screen capture sample pages, with the link cited and brief description of the website), and lists of curricula and/or assessments. Appendices are not a list of websites.

(d) **Application Discussion.** Once you have completed your EBP summaries, answer the following questions.

1. Identify an early childhood EBP that would be beneficial to the case study student and family. Include in your answer the outcomes expected from implementing the practice and how it will help the student and/or family.
2. Identify a postsecondary goal for your case study student in one of the three areas required by the Individuals with Disabilities Education Act of 2004.
3. Describe how you would use an EBP with the case study student to address a specific transition skill.
4. Describe how the EBP would help the case study student achieve his postsecondary goals.
5. **Poster Presentation/Paper** (Poster, One Page Summary and Reference list): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**

**Follow Steps** belowto complete this assignment:

1. **Poster Topic (1 pt.).** Identify a topic for your poster/presentation project. You are encouraged to use the topics presented in the course schedule to guide your selection. Please let me know in advance, if you need assistance in choosing or narrowing down a topic.
2. **Poster Presentation (14 pts.)**

a. **Poster.** You will develop a poster summarizing a topic on transition. 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 three-foot distance. 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. Printing your poster is optional.

b. **One Page Summary**.Write a one-page single-spaced\*\* (11 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. (\*\*Note: The spacing requirement for this part of the assignment is not the typical APA double-spacing requirement because this paper is for use as a handout at a conference.)

c. **Reference List.** You will include a reference list of no less than eight but no more than 10 sources used to develop your one-page summary and poster. These should be unique sources. In other words, you should not use your textbook or selected readings used in this class. Sources should be chosen from professional journals in fields related to transition. You may include one reputable website resource. All sources must be from credible, scholarly resources. The references should be free of grammar, punctuation, and spelling errors and follow the most recent APA manual requirements.

**\* 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 to be scanned for plagarism. 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:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  | | |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** | | |
| 8- Weekly Quizzes (4 pts. each) | 36 |  | 8- Weekly Quizzes (4 pts. each) | 36 | | |
| 4- Online Learning Modules (4 pts. each) | 16 |  | 4- Online Learning Modules (4 pts. each) | 16 | | |
| Application Exercises | 23 |  | Application Exercises | 23 | | |
| EBP Portfolio | 25 |  | EBP Portfolio | 25 | | |
| **Total Points** | **100** |  | Poster Presentation/Paper | 15 | | |
|  |  |  | **Total Points** | **115** | | |
| **Grading Scale** |  |  |  | |  |
| **Undergraduate** |  |  | **Graduate** | |  |
| 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 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.
     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 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 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