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| **RSED 5170, 6170, and 6176** **Transitions from Birth to Adulthood** **Syllabus*****Fall 2018*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Professor information:**Karen Rabren, Ph.D.**Office: 1230 Haley Centerrabreks@auburn.edu334-844-2082 | 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

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

 **Credit Hours:** 3 Semester Hours

 **Course Meetings:**Thursdays, Haley Center 1218

 **Prerequisites:** none

 **Corequisites:** none

 **Instructor:** Karen Rabren, Ph.D.

 **Office Location:** 1230 Haley Center

 **Phone/E-mail:** 844-2082/rabreks@auburn.edu

 **Office Hours:** Thursdays 1:30 – 3:30 p.m. (other times by appointment)

 **Date Syllabus Prepared**: May 2018

This syllabus is subject to minor changes as needed at the discretion of the instructor, to optimize your learning experience. Any changes will be discussed, and you will be involved/notified of any changes made.

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. **(Available on RedShelf)**

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

**Selected Readings (Available on RedShelf)**

1. 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>
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. Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.
4. 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.
5. 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.
6. 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.
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. (2003). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 154-196).](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.

AJ is your account representative at RedShelf. You can contact him by at 312.878.8586 ext. or at aj@redshelf.com.Your Auburn University Bookstore contact is **Rusty Weldon****.**

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:**

(1) 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.

(2) Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect development, learning, and needed transition services.

(3) Describe federal and state regulations related to early childhood and secondary transition programming.

(4) Discuss educational service models related to early childhood and secondary programming.

(5) 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)

(6) Explain cultural diversity and its relationship to transition for children and youth with disabilities.

(7) Identify family issues at different transitions from birth, childhood, and adolescence to adulthood.

(8) Describe the roles of professionals, students, and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)

(9) Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)

(10) 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)

(11) Identify and discuss the current and future issues critical to successful transition programs.

1. **Course Content & Schedule:**

| **Semester Week/****Date/Topic** | **Course Obj.** | **Reading Assignments** | **Assignments/Projects** | **Exams** |
| --- | --- | --- | --- | --- |
| **1****August 23**Course Overview and Introduction to Transition | 1 | RSED 5170/6170/6176 Syllabus | * Student Information Sheet (Prior to Class)
* Expectations Activity (Prior to Class)
* View Partial Flipped Class Lecture: Introduction to Transition on Canvas (Prior to Class)
 |  |
| **2****August 30**Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | 1, 2 | TEXT: Flexer, et. al., (2013). A framework for positive outcomes. *Chapter 1* (pp. 1-21). TEXT: Rous & Hallam. (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 pts.)
 |  |
| **3****102/Broun Hall****September 6**Transition Legislation, Definitions, and Models | 1, 3, 4 | TEXT: Flexer, et. al., (2013). Transition legislation and models. *Chapter 2* (pp. 22-45).Ianacone & Stodden (1987). Overview Transition issues and directions for individuals who are mentally retarded. (pp. 3-4). | * View Flipped Class Lecture: Transition Definitions, Models, and Legislation (Prior to Class)
* Transition Planning Project 1: “Introducing the One and Only” with Bravehearts (in class – Questions Due)
 |  |
| **4****September 13****102/Broun Hall**Transition Planning  | 10 | Online Learning Module ([IRIS): Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)TEXT: Rous & Hallam. (2007). Developing the plan. *Chapter 10.* (pp. 13-24). TEXT: Flexer, et. al., (2013). Developing postsecondary goals. *Chapter 6* (pp. 124-150) and Collaborative transition services. *Chapter 8* (pp. 176-198). Case Study: Kevin & Miguel | * View Flipped Class Lecture: Transition Planning (Prior to Class)
* IRIS Module Responses (3

 pts.) * Project 1:“Introducing the One and Only” with Bravehearts (in class – work with young adults)
 | * Mini Quiz 1 (5 pts.) on content from weeks 1- 3
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| **5****102/Broun Hall****September 20****EBPs** | 5 | Online Learning Module ([IRIS): Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)[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).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. | * IRIS Module Responses (3 pts.)
* Identify Poster Presentation Topic (1 pt.)GRADUATE STUDENTS ONLY
* **DUE** - Project 1: “Introducing the One and Only” with Bravehearts (in class – work with young adults – **finalize** project)

Extra Credit: BraveHearts Photo Exhibit Auburn Public LibrarySept. 23-28 |  |
| **6** **September 27**Transition: Early Intervention & Early Childhood Special Education  | 3, 4, 5 |  [Online Learning Module (CONNECT): Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2) Dunlap (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443).Amos (2006). Transition in early childhood through middle school: Laying the foundation(pp. 108-120).Case Study: Kevin & Miguel | * View Flipped Class Lecture: Transition: Early Intervention & Early Childhood Special Education (Prior to Class)
* Online CONNECT Module: Transition Responses (3 pts.)
 |  |
| **7****October 4**EBPs Early Childhood | 4, 5 | 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.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.TEXT: Rous & Hallam (2007). Program practices. *Chapter 7* (pp. 85-112).Case Study: Kevin & Miguel | * View Flipped Class Lecture: EBPs Early Childhood (Prior to Class)
* Application Exercise 2: ECSE Abbreviated Learning Segment (See Section B, item 5a-b) (**In-Class – 7 pts**
 | * Mini Quiz 2 (5 pts.) on content from weeks

 4 -7\* |
| **FALL BREAK: Week 8** **October 11- 12** |
| **9****October 18** Middle School Transition  | 4 | 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: Kevin & MiguelWebsite 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) | * View Flipped Class Lecture: Middle School and Secondary Transition (Prior to Class)
 |   |
| **10****October 25**Secondary Transition | 4, 5 | [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) [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/) | View Flipped Class Lecture: Secondary Transition |  |
| **11****November 1**EBPs Secondary | 4, 5 | Test et.al. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, (pp. 115-128).Mazzotti, Rowe, & Test (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities, (pp. 115-128). Case Study: Kevin & Miguel Secondary | * [View Flipped Class Lecture: NTACT Evidence-Based Practices, Tools, and Resources to Support Academic Engagement for Secondary Students with Disabilities](https://www.transitionta.org/video/1321) (Prior to Class)
* Application Exercise 2: Secondary Abbreviated Learning Segment (See Section B, item 5a-b) (**In-Class – 7 pts.)**
 |  |
| **12****November 8****Thursday**Families and Multicultural Issues | 5, 6, 7, 8 | TEXT: Rous & Hallam. (2007). Child and family practices. *Chapter 8* (pp. 113-126). 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, et. al., (2013). Multicultural and collaboration competencies for working with families. *Chapter 3* (pp. 46-66).Case Study: Kevin & Miguel | * View Flipped Class Lecture: Families and Multicultural Issues (Prior to Class)
 | * Mini Quiz 3 (5 pts.)

on content from weeks 7, 9, 10 |
| **13****November 15****Thursday**Self-Determination | 9, 10 | 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.[Defining Self-Determination](https://video.search.yahoo.com/search/video?fr=tightropetb&p=self-determination+whemeyer+video#id=2&vid=2892c65b3595ba2974a6cf62f52ecb1a&action=click) and [Raymond Gagne’s Story](https://video.search.yahoo.com/search/video?fr=tightropetb&p=self-determination+whemeyer+video#id=7&vid=cce93cc9971be6258bec6f296c6d556a&action=view)(Dr. Michael Whemeyer)Case Study: Kevin & Miguel | * View Flipped Class Lecture: View [Defining Self-Determination](https://video.search.yahoo.com/search/video?fr=tightropetb&p=self-determination+whemeyer+video#id=2&vid=2892c65b3595ba2974a6cf62f52ecb1a&action=click) and [Raymond Gagne’s Story](https://video.search.yahoo.com/search/video?fr=tightropetb&p=self-determination+whemeyer+video#id=7&vid=cce93cc9971be6258bec6f296c6d556a&action=view) (Dr. Michael Whemeyer – Prior to Class)
* [Developing a Self-Determination Activity](http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2016/03/SDI-Student-Report-Guide_small.Final_.pdf) **In-Class**

**Transition Planning Project 2: Abbreviated Learning Segment**  |  |
| **THANKSGIVING BREAK: November 19-23** |
| **14****November 29**Transition Roles and Responsibilities, andCoordination | 9 | 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). | * Poster Presentation DUE (14 pts.) GRADUATE STUDENTS ONLY
 |  |
| **15**Current and Future Issues | 11 | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.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.Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. | **PROJECT 2: Abbreviated Learning Segment (20 pts.)** |  |
| **(Finals Week)****December 10** | 4, 5, 7, 8, 9, 10, 11 |  | * Mini Quiz 4 (5 pts.) on content from weeks 13-15
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**Note:** Final projects will be presented in lieu of a written final examination.

\* Quiz 3 is due the Friday after to include content from week 14.

**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 opportunities to engage with the instructor as well as other students using Zoom, Chat, and/or the Discussion Boards 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**

**Quizzes (TOTAL 20 points, 5 points each).** There will be **four** **TIMED** mini quizzes in this course. 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. Content for each quiz will be composed of information from your readings. You will have one attempt to take the mini quiz and there is a 20-minute time limit to complete the quiz.

1. **Assignments** (All assignments will be submitted to Canvas.)
2. **Participation (TOTAL - 4 points).** To enhance your learning experience, you need to become an engaged learner. To become an engaged learner, you need to participate in the course. Participation includes Canvas Access Reports and class engagement is discussions (online and/or in-class). Canvas Access Reports should be commensurate with activities posted in Canvas Modules each week. Participation will also include your engagement with peers and contribution to learning activities.
3. **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 circumstances may influence how you engage in the material to be presented in this course.
4. **Expectations Activity (complete/incomplete).** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
5. **Online Learning Modules** **(TOTAL 9 points – 3 points each).** The U.S. Department of Education funds several national centers to promote effective educational practices (e.g., CONNECT: Center to Mobilize Early Childhood Knowledge and Iris Center at Vanderbilt University). You are expected to read the content, view videos, and respond to questions assigned for these modules. You will find links and directions for these modules under *Assignments* in Canvas.
6. **Application Exercises (TOTAL 18 points).** You will participate in application exercises throughout this course. These exercises will be completed individually and/or in groups. Assignments for these application exercises will vary. Some may require preparation ahead of time with the application exercise to be completed the following class. Others will be introduced and completed within a single class session.

The amount of points per exercise will differ according to 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. Application Exercises are due the week they are listed in the course schedule above, unless otherwise specified.

If you are absent from class 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. **Transition Planning Project 1: Introducing the One & Only (20 points).** Develop a one page summary and visual display of a young adult with a developmental disability’s **Strengths, Interests, Preferences,** and **Dreams**. This is a collaborative project between members of this class and the BraveHearts Place and Purpose program.

**Steps:**

1. Develop planning questions for a:

(1) young person with a developmental disability and

(2) a special person in his or her life (e.g., friend, peer mentor, service provider, parent, sibling, etc.).

\*Note for those with more challenges associated with their developmental disabilities you will need to develop a pictorial questionnaire with limited choice options based on information provided by their special persons.

2. Your questions should you provide information about:

* Who is the individual with a developmental disability?
* What are the individual strengths?
* What are his or her interests?
* What are his or her preferences?
* What are his or her dreams?

3. Develop a one page summary about the young person based on the responses provided. Compare the responses you receive with the Alabama Transition Standards. Be sure to cite the Alabama Transition Standards in your one page summary as they relate to responses.

4. Help the young person with a disability develop an “Introducing the One and Only, \_\_\_\_\_\_\_”visual display. This display should be broken into sections according to responses obtained through item #2 activities. The display must fit on an 11 x 14 piece of cardstock or poster paper. For those on campus, lamenting services are provided in the College of Education’s Learning Resource Center.

Extra (2 points). If possible, please attend the BraveHearts Opening Photo Exhibit. If you are unable to attend this opening, please see me about other volunteer options.

1. **Transition Planning** **Project 2: Abbreviated Learning Segment (Selected Sections of Task One for edTPA) (TOTAL 54 points).** You will develop portions of a learning segment using one of the two case studies you have been provided. You will access the Alabama Development Standards, the Alabama College and Career Ready Standards and/or the Alabama Transition Standards, as needed according to the age of the child in the case study selected. The selected learning segment components you will develop for this assignment include:
	1. **Description of the Context for Learning**
2. Description of setting (school, classroom type, grade level)
3. Your role in the learner’s program (e.g., special education teachers who provides…)
4. Schedule for instructional time
5. Primary language of learner
6. Identify the instructional program using
7. Describe size and composition of instructional group
8. Describe the learner (i.e., age, gender, cultural background, disability)
9. Describe behavioral support provided for the learner
	1. **Lesson Plans Overview**

Identify a learning goal that you would use to develop a 4-lesson learning segment for your selected case study student. Then develop four brief descriptions of these lessons. These descriptions should provide an overview of the lesson. You are not developing lesson plans. Each description should be in the form of a paragraph and include a description of the following:

1. **State the lesson objective.** (You must develop four lesson objectives for this learning segment.)
2. **Describe the materials** that the **teacher** will use to provide instruction for each lesson.
3. **Describe the materials** that will be provided to the **student** to complete each lesson.
4. Describe the **assessment materials** that will be used to assess the students learning after each lesson.
	1. **Abbreviated Planning Commentary**
	2. Identify learning goal and related lesson objectives (table provided)
	3. Planning alignment table (goal, curricular area, IEP goal, standards)
	4. Planning commentary description – research/theory section only
	5. Reference list
5. **Poster Presentation/Paper** (Poster, One Page Summary and Reference list): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**
6. **Poster Title (1 pt.).** By the **second class** of the **mini- semester**, you will 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.
7. **Poster Presentation (14 pts.)**
	1. **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 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. Printing your poster is optional.
	2. **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: This assignment has purposeful variations from standard APA formatting (i.e., no title page, abstract, and single spacing of content). These minor adjustments provide a suitable format for your summary to serve as a one-page handout with references printed on the back.
	3. **Reference List.** You will include a reference list of no less than five but no more than eight sources used to develop your one-page summary and poster. Citations from these references should support the content of your paper. Sources should be chosen from professional journals in fields related to transition. You may include one reputable website resource. The references should be free of grammar, punctuation, and spelling errors and follow the latest APA manual requirements.
8. **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** |
| Participation | 8 |  | Participation | 8 |
| 4- Weekly Quizzes (5 pts. each) | 20 |  | 4- Weekly Quizzes (5 pts. each) | 20 |
| 3- Online Learning Modules (3 pts. each) | 9 |  | 3- Online Learning Modules (3 pts. each) | 9 |
| Application Exercises | 18 |  | Application Exercises | 18 |
| Transition Planning Project 1 | 20 |  | Transition Planning Project 1 | 20 |
| Transition Planning Project 2 | 25 |  | Transition Planning Project 2 | 25 |
| **Total Points** | **100** |  | Poster Presentation/Paper | 15 |
|  |  |  | **Total Points** | **115** |
| Extra Credit (volunteer activity) | 2 |  |  |  |
| **Grading Scale** |  |  |  |  |
| **Undergraduate** |  |  | **Graduate** |  |
|  90-100 89-80 79-70 69-60 59- below  | ABCDF |  |  103.5-115 92-103 80.5-91.5 69-80 68.5-below  | ABCDF |

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 into Canvas on the day and time they are due. 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