

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

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

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

**Credit Hours:** 3 Semester Hours

**Course Meetings:** Thursdays, 4:00 p.m. - 6:20 p.m.

**Prerequisites:** none

**Corequisites:** none

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

**Office Location:** 3064 Haley Center

**Phone/E-mail:** [844-2082/rabreks@auburn.edu](mailto:844-2082/rabreks@auburn.edu)

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

**Office Hours:** Thursdays, 1:00 p.m. – 3:00 p.m. (other times by appointment)

**Date Syllabus Prepared**: August 2021 (updated)

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 notified of any changes made.

1. **Term:** Fall 2021
2. **Text or Major Resources:**

**Textbooks**

Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013).  Boston, MA: Pearson.  **(e-book option available – See All Access information)**

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

**Selected Readings (available as custom print e-book – See All Access information)**

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.

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>

Cook., B., Buysse, V., Klinger, J., Landrom, T., McWilliam, R., Tankersley, M., et al. (2014). Council for Exceptional Children Stands for evidence-based practices in special education. *Teaching Exceptional Children*, *46*(6), 206-212.

Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.

[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)

Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.

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.

Kellems, R.O. & Morningstar, M.E. (2009). Tips for transition. *Exceptional Children*, *43*, 60-80.

[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)

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.

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.

Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Understanding middle schools. *The Middle School Experience* (pp. 1-22 and 64-83). Texas: Pro-Ed.

Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Transition and career development in middle school. *The Middle School Experience* (pp. 1-22 and 64-83). Texas: Pro-Ed.

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.

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.

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.

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.

Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user friendly guide. (pp. 1-19). Washington D.C.: U.S. Department of Education.

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.

**All Access**

**What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it’s the best way we can help you succeed in your courses at Auburn….financially and academically.

**What content am I getting?**

For this course, RSED 5170/6170/6170D you’re getting access for the semester to *Transition planning for secondary students with disabilities* (4th ed.) by Flexer, Baer, Luft and Simmons.  You will also receive the custom print collection of readings for this course. (Note: the second required text by Rous and Hallam is only available in print. A limited number of copies are available in the AU Bookstore. If you cannot find a copy there, you may want to check online.)

**How do I find it?**

First, you’ll retrieve your Pearson access code by using the RedShelf link on your Canvas course page.  Once you have that code, copy and paste it into the Pearson link on  Canvas, and you’re all set. See instructions on Canvas for more info. **Please use your @auburn.edu email to register for any All Access content.**

**What does it cost?**

For the first two weeks of class, everyone gets this content for free.  All students in this course start as opted in to pay for the content for the course. The discounted price you’ll be billed is $31.25. The print price used to beabout  $150, so you’re saving a chunk of money. The cost of the custom print readings is $60.00.

If you want to opt-out and not be charged, all you have to do is follow the instructions (see [https://www.aubookstore.com/t-txt\_allaccessoptout1.aspx (Links to an external site.)](https://www.aubookstore.com/t-txt_allaccessoptout1.aspx) ). You’ll lose access at the end of the second week of class unless you’ve purchased it on your own.

**How do I pay?**

If you opted in on September 6, then we’ll send the charge to your next ebill.  This will be labeled as the course on your ebill so you’ll know. You’ll get an email on September 3 to remind you about the deadline.

**What if I’m on scholarship?**

The AU Bookstore can charge All Access content to any scholarship that we charge at the Bookstore.  Those will be done automatically when we bill.  If you are a scholarship student and would prefer print, please mail [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu) and we will order one for you.  These are done as requested, and take three to five business days to arrive. We will ship these out to you, or you can pick them up in store.  Most scholarships will not pay for All Access and a print copy of the book.

**What is the refund policy?**

After the opt-out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That’s why the opt-out deadline will be crucial for you to decide if you want to be charged or not.

**An extra perk…you can get a print copy, too.**

If you remain opted into All Access, the publisher has made a low-cost print version available.  Request a copy by email to [MNH0016@auburn.edu](mailto:MNH0016@auburn.edu)  with your course information included.  These are usually available for purchase during the second week of class.

**What if I need help?**

Pearson customer service for MyLab is always an option at [http://support.pearson.com (Links to an external site.)](http://support.pearson.com/)

RedShelf code support is available at [http://solve.redshelf.com (Links to an external site.)](http://solve.redshelf.com/)

 For most digital content in All Access, Google Chrome works best as a browser and you’ll want to make sure it’s up to date.

always happy to help as well, especially if you have a question about All Access or something doesn’t look right.**Russell Weldon**[**books@auburn.edu**](mailto:books@auburn.edu)**or 844-1352.** Also, [http://aub.ie/allaccess (Links to an external site.)](http://aub.ie/allaccess) has more info as well.

**Indicate you have read and followed the directions in the above information and attachments below by submitting a selfie screenshot of you with your e-textbook or if you chose to opt-out, a  selfie of you and the hard copy of the textbook and typing, "I have my book" in the submission line (See Canvas).**

[Pearson-Common issues with online access](https://auburn.instructure.com/courses/1357459/files/181087922?wrap=1)[download](https://auburn.instructure.com/courses/1357459/files/181087922/download?download_frd=1)

[Student Opt out](https://auburn.instructure.com/courses/1357459/files/181087929?wrap=1)

**Other Resources**

**Online Learning Modules.** 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 assigned questions in these modules.

* Online Learning Module ([IRIS): Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)
* [Online Learning Module (CONNECT): Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2)
* Online Learning Module ([IRIS): Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)

1. **Course Description:** Through this course you will explore the history, philosophy, models, and definitions of transition with emphasis on practices, programs, and services. You will learn about transition programs and practices for children and youth with disabilities. You will also be introduced to proven ways to support successful transitions for children and young adults with disabilities with a special focus on evidence-based practices to facilitate these transitions.
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 the effect that development, learning, and needed transition services has on these individuals.
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- 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. **Course Schedule**

Due to the large number of applied learning activities in this course, the instructor reserves the right to assign flipped class lectures and/or other types of asynchronous learning as time constraints dictate. You will be notified one week in advance if adjustments need to be made.

| **Class/**  **Date/Topic** | **Reading Assignments** | **Assignments/Quizzes/Projects**  **(due before class)** |
| --- | --- | --- |
| **1**  **August 19**  **Thursday**  Course Overview and Introduction to Transition | RSED 5170/6170/6176 Syllabus | * Student Information Sheet * Expectations Activity * Culturally Responsive Pre-Test |
| **2**  **August 26**  **Thursday**  Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | TEXT: Flexer, et. al. (2013) *Chapter 1* (pp. 1-21).  TEXT: Rous & Hallam. (2007). *Chapter 1* and*. Chapter 2* (pp. 1-24).  Multicultural Workbook Introduction and Reading #1 | * Multicultural Project: Reading #1 question response |
| **3**  **September2**  **Thursday**  Legislation, Definitions, and Models of Transition | TEXT: Flexer, et. al., (2013). *Chapter 2* (pp. 22-45)  Ianacone & Stodden (1987). (pp. 3-4). | * Identify Poster Presentation ContentGRADUATE STUDENTS ONLY |
| **4**  **September 9**  **Thursday**  Families and Multicultural Issues | TEXT: Rous & Hallam. (2007)  *Chapter 8* (pp. 113-126).  Sitlington, Neubert, & Clark (2010). (pp. 55-69.)  TEXT: Flexer, et. al. (2013) *Chapter 3* (pp. 46-66)  Multicultural Workbook: Reading #2 | * Quiz 1 on content from weeks 1, 2, and 3 * Multicultural Project: Reading #2 question response * Learning Activity |
| **5**  **September 16**  **Thursday**  Self-Determination | Wehmeyer, Field, Doren, Jones, & Mason (2004)  [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) | * Identify Poster Presentation Content - GRADUATE   STUDENTS ONLY   * Learning Activity |
| **6**  **September 23**  **Thursday**  Transition Planning | TEXT: Rous & Hallam. (2007) *Chapter 10* (pp. 13-24)  TEXT: Flexer, et. al. (2013)  *Chapter 6* (pp. 124-150) and *Chapter 8* (pp. 176-198)  Multicultural Workbook: Reading 3 & 4 | * Learning Activity * Multicultural Project: Reading #3 & #4 question responses * Multicultural Project-Cultural Self-Awareness Assignment |
| **7**  **September 30**  **Thursday**  Transition Roles and Responsibilities, and Coordination | TEXT: Flexer, et al. (2013). *Chapter 8* (pp. 176-198) and *Chapter 10* (pp. 227-249).  TEXT: Rous, B. S., & Hallam, R. A. (2007). *Chapter 3* (pp. 1-24). | * Transition Planning Project: Part 1 – Context of Learning * Learning Activity |
| **8**  **October 7**  **Thursday**  **FALL BREAK** | | |
| **9**  **October 14**  **Thursday**  Evidence-based Practices | 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, et al. (2014). pp. 206–212. | * Quiz 2 on content from weeks 5, 6, and 7 * Learning Activity |
| **10**  **October 21**  **Thursday**  Transition: Early Intervention & Early Childhood Special Education | [Online Learning Module (CONNECT): Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2)  Dunlap, L.L. (2009). (pp. 416-443). Amos, B. (2006). (pp. 108-120) | * Learning Activity |
| **11**  **October 28**  **Thursday**  EBPs Early Childhood | Rouse, B., & Hallam, R. (2012). (pp. 232–240).  Odom S. L. & Wolery, M. (2003). (pp. 164-173).  TEXT: Rous & Hallam (2007). (pp. 85-112). | * Learning Activity |
| **12**  **November 4**  **Thursday**  Middle School Transition | Repetto, Webb, Neubert, & Curran (2006) *Chapter 1* (pp. 1-22) AND *Chapter 3* (pp. 64-83)  [Kochhar-Bryant (2003)](https://auburn.instructure.com/courses/1027783/files/96107059/download)  [Greene (2003)](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) | * Quiz 3 on content from weeks 9, 10, and 11 * Learning Activity |
| **13**  **November 11**  **Thursday**  Secondary Transition | Online Learning Module ([IRIS): Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)  [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/) | * Learning Activity |
| **14**  **November 18**  **Thursday**  EBPs Secondary | Test et.al. (2009)  Mazzotti, Rowe, & Test (2013) | * Poster Project DUE (GRADUATE STUDENTS ONLY * Learning Activity |
| **THANKSGIVING BREAK**  **November 25-29** | | |
| **15**  **December 2**  **Thursday**  **Current and Future Issues** | 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. | * Learning Activity |
| **Finals Week** | Quiz 4 on content from weeks 12, 13, 14, and 15  Culturally Responsive Post-Test  Multicultural Reflection  [Don’t forget to complete your evaluation of this course at auburn.edu/evaluate.](http://www.auburn.edu/academic/provost/evaluate-stu/) | |

**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. **Active Learning (2 points).** To enhance your learning experience, you need to become an active learner. To become an active learner, you need to participate in the course. Participation includes accessing Canvas information and resources which is measured by Canvas Access Reports. Canvas Access Reports should be commensurate with activities posted in Canvas Modules each week. In other words, you should be accessing information for assignments and other required learning content **each week**. Active learning also means that you should engage in class discussions (i.e., Discussion Boards for online students). Participation will also include your engagement with peers and contribution to group activities.
3. **Quizzes (TOTAL 40 points, 10 points each).** There will be **four** **TIMED** quizzes in this course. These quizzes will be available on Canvas under the *Quizzes* tab. Each quiz will unlock at the end of the last class before it is due. Content for each quiz will be composed of information from your readings and information presented in class.
4. **Learning Activities (TOTAL 15 points).** You will participate in learning activities throughout this course. These activities will be completed individually and/or in groups. Assignments for these activities will vary. Most learning activities will be introduced and completed within a single class session. Some may be completed prior to class or require preparation ahead of time. You will be informed the week before a learning activity is due if you must complete it prior to class.

The amount of points per activity will differ according to the complexity of the activity. On-campus students must be present in class to complete application exercises. Online students are expected to engage in the activity the week each assignment is assigned. All learning activity assignments must be submitted to Canvas.

If you are absent, it is your responsibility to provide a university-approved excuse and inform me that you need to complete a make-up learning activity assignment.

1. **Projects** (All projects must be submitted to Canvas.) Undergraduates will complete two projects and graduate students will complete three projects for this course. The two projects that all students will complete are the Multicultural Issues Project and Transition Planning Project. Graduate students will complete these projects plus a Poster Project.
2. **Multicultural Issues Project** **(TOTAL = 20 points)**
3. **Culturally Responsive Pre-Test and Post-Test**. You will complete the *Multicultural Efficacy Scale* (Guyton & Wesche, 2005) as a pre-test before you begin and the Post-Test after you complete the Multicultural of Special Education and Transition project.
4. **Multicultural Reading Questions**. You will read the selected articles and documents provided to you and submit answers to questions.
5. **Cultural Self-Awareness Assignment**. For this assignment, you will (1) develop cultural self-awareness by exploring and creating a representation of your own cultural heritage, (2) interview a classmate about their cultural background and share yours, and (3) respond to reflection questions.
6. **Reflections on Multicultural Project.** You will write a formative reflection so summarize your cultural self-awareness and growth throughout this experience.
7. **Transition Planning Project (TOTAL = 25 points).** You will use the transition planning assignment template to (a) provide a context of learning for the young person, (c) complete a planning alignment table, (d) develop lesson objectives and identify learning supports, (e) write a planning commentary, including a reference list. You will work with a group for parts a-d and submit part e individually. You will also complete an assessment of the group contributions of each group member. This group contribution assessment is included in the grading of this project.

**Description of the Context for Learning**

1. Description of setting (school, classroom type, grade level)
2. Your role in the learner’s program (e.g., special education teachers who provides…)
3. Schedule for instructional time
4. Primary language of learner
5. Identify the instructional program using
6. Describe size and composition of instructional group
7. Describe the learner (i.e., age, gender, cultural background, disability)
8. Describe behavioral support provided for the learner

**Planning Alignment Table**

**You will identify for a student a needed postsecondary goal as well as an annual IEP goal, transition activities, and a 4-lesson learning segment goal that are aligned with an academic/transition standard.**

**Four Lesson Segment Planning**

**You will identify individual lesson objectives for four lessons. These lessons must address multicultural consideration and assessment materials to be used for each lesson. You will also identify supports that might be needed by the student to successfully accomplish the objective of each lesson.**

**Planning Commentary (individual)**

* 1. Identify learning goal and related lesson objectives (table provided)
  2. Planning alignment table (goal, curricular area, IEP goal, standards)
  3. Planning commentary description – research/theory section only
  4. Reference list

1. **Poster Project** (Poster, One Page Summary and Reference list – to be submitted on Canvas): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**
2. **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.
3. **Poster & Paper (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 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.
4. **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** |
|  |  |  |  |  |
| Learning Activities | 15 |  | Learning Activities | 15 |
| 4- Quizzes (10 pts. each) | 40 |  | 4- Quizzes (10 pts. each) | 40 |
| Multicultural Project | 20 |  | Multicultural Project | 20 |
| Transition Planning Project | 25 |  | Transition Planning Project | 25 |
|  |  |  | Poster Presentation Project | 15 |
| **Total Points** | **100** |  | **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:**

**Faculty Communication and Feedback: Your Auburn University email address is the university-approved form of communication between instructors and students.** It is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**Attendance:** Students are **expected to attend class** and **participate** in class discussions and activities and will be held responsible for any content covered in the event of an absence.

**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, military orders, and religious holidays. Students who wish to have an excused absence from 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](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Valid excuses include**: 1). illness documented by a physician. 2) evidence of personal or family emergency. 3) official university excuses.

**Excuses are only accepted for the exams. No excuses for general lectures or any bonus credits if any are offered.**

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student as soon as possible but no later than one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within one week of the date that the student initiates arrangements for it. Except in extraordinary circumstance, 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 an alternate multiple choice and short answer exam.

**Assignments:** Written assignments are expected to be grammatically accurate and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All assignments must be turned in the day they are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment.

**No late assignments** will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

**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. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me 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).

**Face Coverings.** The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are **required to properly wear a face covering that covers the nose and mouth while inside the classroom**, laboratory, studio, or office. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details**.**

**Academic Integrity:** Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the Diversity and Exceptionality of Learners class pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**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

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.