AUBURN UNIVERSITY

**DEPARTMENT OF REHABILITATION AND SPECIAL EDUCATION**

**Course Syllabus**

1. **COURSE NUMBER: RSED 8060**

**Course Title**:

**Credit Hours**: 3 semester hours (Lecture 3)

**Prerequisites:** None

Karen Rabren, Ph.D.

|  |  |
| --- | --- |
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**Instructor:**

3:00-4:00 W, Haley Center

8:00-12:00 R, Ramsay Hall or

by appointment

3:00-4:00 W or by appointment

**Office Hours:**

1. **DATE SYLLABUS PREPARED:** January, 2010
2. **TEXT or MAJOR RESOURCES:**

**TEXT:** Flexer, R.W., Baer, R.M, Luft, P., Simmons, T. J. (2008). *Transition planning for secondary students with disabilities* (3rd ed.). Upper Saddle River: Pearson. ISBN: 978-0-13-238763-7

**SUPPLEMENTAL TEXT:** Miner, J.T.& Miner, L.E. (2008). *Proposal planning & writing* (4th ed.). Westport: Greenwood. ISBN: 978-0-313-35658

**SELECTED READINGS:** in current professional journals and from national organizations and databases.

Bellini, J. & Royce-Davis, J. (1999). Order of selection in vocational rehabilitation: Implications for the transition from school to adult outcomes for youths with learning disabilities. *Work: A Journal of Prevention, Assessment and Rehabilitation, 13* (1), 3-11.

Browning, B.L., (1997). Value based practices. In *Transition in Action for Youth and Young Adults with Disabilities*. (pp. 69-81). Montgomery: Wells.

Bruns, D.A., & Fowler, S.A. (2001). Transition is more than a change in services: The need for a multicultural perspective. Culturally and Linguistically Appropriate Services, Early Childhood Research Institute--Technical Report #4

Chambers, D., Rabren, K. & Dunn, C. (2009) Transition from high school to adult life: A comparison of students with and without disabilities. *Career Development of the Exceptional Individual.*

Fraser, R.T., Vandergoot, D., Thomas, D., & Wagner, C. (2004). Employment outcomes research in vocational rehabilitation: Implications for rehabilitation counselor (RC) training. *Journal of Vocational Rehabilitation*, *20*(2), 135-142

Gilmore, D., Bose, J., & Hart, D. (2001). Postsecondary education as a critical step toward meaningful employment: Vocational rehabilitation role. *Research to Practice, 7* (4). Boston, MA: Institute for Community Inclusion.

Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children, 58*(3), 202-211.

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

Kohler, P.D. (1993). Best practices in transition: Substantiated or implied? *Career Development of the Exceptional Individual, 16*(2), 107-121.

# Kugler, R., & Thomas, C. (2007). *Quality Employment Services: Where Research and Practice Meet.* MassWorks 5, 2007. Boston, MA: Institute for Community Inclusion.

## Levine, P., & Wagner, M. (2007a). Transition for young adults who received special education services as adolescents: A time of challenge and change. In W. Osgood, M. Foster, C. Flanagan, & G. Ruth (Eds.) *On your own without a net: The transition to adulthood for vulnerable populations* (pp. 202-238). Chicago: University of Chicago Press.

Levine, P., & Wagner, M. (2007b). Transition experiences of young adults who received special education services as adolescents: A matter of policy. In W. Osgood, M. Foster, C. Flanagan, & G. Ruth (Eds.) *On your own without a net: The transition to adulthood for vulnerable populations* (pp. 239-271). Chicago: University of Chicago.

National Council on Disability (2008). The Rehabilitation Act: Outcomes for transition-age youth. Accessed at <http://www.ncd.gov/newsroom/publications/2008/publications.htm>.

Rosenkoetter, S.E., Whaley, K.T., Hains, A.H., & Pierce, L. (2001). The evolution of transition policy for young children with special needs and their families: Past present and future. *Topics in Early Childhood Special Education*, 21(1), 3-15).

Test, D.W., Fowler, C.H., Richther, S.M., 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.

The Study Group Inc. (2007). An Assessment of Transition Policies and Practices in State Vocational Rehabilitation Agencies. Washington, DC: Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.

# Timmons, J.C. (January, 2007*).* Models of Collaboration and Cost Sharing in Transition Programming. *Information Brief, 6* (1). [National Center on Secondary Education and Transition](http://ncset.org/default.asp).

### **WWW Sites:**

Bruns, D.A., & Fowler, S.A. (2001). Transition is more than a change in services: The need for a multicultural perspective. Culturally and Linguistically Appropriate Services, Early Childhood Research Institute--Technical Report #4 (<http://clas.uiuc.edu/techreport/tech4.html>)

Disability Statistics Center. (n.d.). *Finding disability data on the web.* University of California, San Fransisco: Disability Statistics Rehabilitation Research and Training Center. (<http://dsc.ucsf.edu/main.php?name=finding_data>)

Disability Statistics Center. (n.d.). *How to use data*. University of California, San Francisco: Disability Statistics Rehabilitation Research and Training Center. (<http://dsc.ucsf.edu/main.php?name=how_to_use>)

Grants.Gov. (n.d.). *Find. apply succeed*. <http://www.grants.gov/>

Luecking, R.G., & Crane, K. (December 2002). Addressing the transition needs of youth with disabilities through the WIA system*. Information Brief: Addressing Trends and Developments in Secondary Education and Transition*, 1(6), 1-4. (<http://www.ncset.org/publications/viewdesc.asp?id=703>)

National Center on Secondary Education and Transition (January 2004*). Current challenges facing the future of secondary education and transition*. (Discussion Paper). University of Minnesota: Author (<http://www.ncset.org/publications/discussionpaper/>)

National Center on Secondary Education and Transition. (March 2003). *Supplemental security income: A bridge to work.* (Parent Brief) University of Minnesota: Author (<http://www.ncset.org/publications/viewdesc.asp?id=937>)

National Early Intervention Longitudinal Study. Results Experienced by Children and Families 1 Year after Beginning Early Intervention (2002). (<http://www.sri.com/neils>)

National Secondary Transition Technical Assistance Center (n.d.) *Evidenced-based Secondary Transition Practices* ( <http://www.nsttac.org/ebp/evidence_based_practices.aspx>)

National Longitudinal Transition Study-2 (n.d.) NLTS2 FAQ. (<http://nlts2.org>)

Parent Advocacy Coalition for Educational Rights (n.d.). ADA and transition: Q & A. *Center of Expertise.* Minneapolis: Author. (<http://www.pacer.org/parent/php/php-c51j.pdf>)

Parent Advocacy Coalition for Educational Rights (n.d.). Workforce Investment Act of 1998. Minneapolis: Author. (<http://www.pacer.org/tatra/legislation/workforce.asp>)

Special Education Elementary Longitudinal Study (n.d.). SEELS FAQ. (<http://seels.net>)

1. **COURSE DESCRIPTION** (AU Graduate School Bulletin): Advanced study of historical, legal, legislative, philosophical, and service delivery issues and trends in transition with emphasis on research studies and programs.
2. **COURSE OBJECTIVES:** The content of the course is divided into 3 sections. The course begins with an introduction and overview of major service providers for individuals with disabilities across the lifespan. Students will become knowledgeable about the legislation and rules and regulations governing transition-related efforts. The second part of the course addresses research issues in transition and presents an example of a systematic approach for evaluating the transition outcomes of secondary students. The third part of the course is devoted to examining those practices that are necessary for effective transitions and the impact of educational reform initiatives on transition.

After completion of this course the student should be able to:

1. Discuss the history of and rationale for transition services

2. Demonstrate knowledge of federal/state regulations and service models related to transition programming

3. Demonstrate knowledge of best practices in transition

1. Demonstrate knowledge of educational, rehabilitation, and other reform efforts and their impact on transition
2. Identify the components of Alabama’s transition efforts and discuss implementation issues
3. Identify and describe ways in which to evaluate the effectiveness of transition programs
4. Identify the various agencies involved in the transition process, describe their roles, and list strategies for working together cooperatively
5. Discuss empowerment as it relates to major life span transitions
6. Identify and discuss key issues at major life span transition
7. Develop a transition grant proposal

As well, students will participate in experiences that allow them to:

1. Improve their oral communication and presentation skills
2. Improve their writing skills
3. **COURSE CONTENT & SCHEDULE:**

| **Week/Date** | **Topic** | **Assignment** |
| --- | --- | --- |
| **Wk 1**  **Jan. 12** | Course Overview  A Lifespan View of Transition | Browning, B.L., (1997). Value based practices. In *Transition in Action for Youth and Young Adults with Disabilities*. (pp. 69-81). Montgomery: Wells. |
| **Wk 2**  **Jan. 19** | Assignment Review  &  Transition Models | Flexer et.al, (2008) - Chapter 2: *Transition Legislation & Models (models sections)*  Flexer et.al, (2008) - Chapter 14 – *Participatory Decision Making: Innovative Practices for Student Self-Determination*  Halpern, A. S. (1992). Transition: Old wine in new bottles. *Exceptional Children, 58*(3), 202-211.  Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
| **Wk 3**  **Jan. 26** | Introduction to Transition in Early Intervention and Early Childhood Special Education | Bruns, D.A., & Fowler, S.A. (2001). Transition is more than a change in services: The need for a multicultural perspective. Culturally and Linguistically Appropriate Services, Early Childhood Research Institute--Technical Report #4  (<http://clas.uiuc.edu/techreport/tech4.html>)  National Early Intervention Longitudinal Study. Results Experienced by Children and Families 1 Year after Beginning Early Intervention (2002). (<http://www.sri.com/neils>)  Rosenkoetter, S.E., Whaley, K.T., Hains, A.H., & Pierce, L. (2001). The evolution of transition policy for young children with special needs and their families: Past present and future. *Topics in Early Childhood Special Education*, 21(1), 3-15). |
| **Wk 4**  **Feb. 02** | Transition Legislation | **FINAL PROJECT Section DUE: Identification of Grant Competition**  Flexer et.al, (2008). - Chapter 1: *Transition Planning & Promising Practices* and Chapter 2: *Transition Legislation & Models (legislation section)* |
| **Wk 5**  **Feb. 09** | Transition Practices | **QUIZ 1**  Kohler, P.D. (1993). Best practices in transition: Substantiated or implied? *Career Development of the Exceptional Individual, 16*(2), 107-121.  Test, D.W., Fowler, C.H., Richther, S.M., 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.  Fraser, R.T., Vandergoot, D., Thomas, D., & Wagner, C. (2004). Employment outcomes research in vocational rehabilitation Implication for rehabilitation counselor (RC) training. *Journal of Vocational Rehabilitation*, *20*(2), 135-142.  The Study Group Inc. (2007). An Assessment of Transition Policies and Practices in State Vocational Rehabilitation Agencies. Washington, DC: Rehabilitation Services Administration, Office of Special Education and Rehabilitative Services, U.S. Department of Education.  Timmons, J.C. (January, 2007*).* Models of Collaboration and Cost Sharing in Transition Programming. *Information Brief, 6* (1). [National Center on Secondary Education and Transition](http://ncset.org/default.asp).  National Secondary Transition Technical Assistance Center (n.d.) *Evidenced-based Secondary Transition Practices* <http://www.nsttac.org/ebp/evidence_based_practices.aspx> |
| **Wk 6**  **Feb. 16** | Transition Practices & Programs  (Grant Writing) | **DUE: Best Practices Individual Paper & Copy of Articles for In-class Discussion** (bring electronic copy of the two articles your group has chosen for discussion to class on a jump drive. You will post these articles on Blackboard to share with your classmates.)  Miner & Miner (2008). Part I, Chapters 1-4  <http://www.grants.gov/> |
| **Wk 7**  **Feb. 23** | Transition Practices & Programs  (Grant Writing)  continued | **DUE: Transition Conference Presentation Practice**  **Groups 1 & 2**  **FINAL PROJECT Section DUE: Abstract**  Miner & Miner (2008). Chapter 14 |
| **Wk 8**  **March 02** | Transition Practices & Programs | **DUE: Transition Conference Presentation Practice**  **Groups 3 & 4**  **FINAL PROJECT Sections DUE: Project Description & Budget**  Miner & Miner (2008). Chapters 8 & 12 |
| **Wk 9**  **March 7 -8** | | **Alabama Transition Conference Presentations** |
| **March 14-18** | | ***SPRING BREAK*** |
| **Wk 10**  **March 23** | School-based Preparation & Community –Based Preparation | **QUIZ 2**  **DUE**: **Group-led Class Discussion – Group 1**  Flexer et.al, (2008). Chapters 5: *Transition Assessment* , Chapter 13: *Transition Planning* Kugler, R., & Thomas, C. (2007). *Quality Employment Services: Where Research and Practice Meet.* MassWorks 5, 2007. Boston, MA: Institute for Community Inclusion. |
| **Wk 11**  **March 30** | Community –Based Preparation (continued)  & Employment | **DUE: Review of Literature**  **DUE**: **Group-led Class Discussion – Group 2**  **FINAL PROJECT Section DUE: Problem/Needs**  Miner & Miner (2008). Chapter 7  Text: Flexer et.al, (2008) – Chapter 4*: Career Development Theories* and & Chapter 10: *Transition to Employment*  Bellini, J. & Royce-Davis, J. (1999). Order of selection in vocational rehabilitation: Implications for the transition from school to adult outcomes for youths with learning disabilities. *Work: A Journal of Prevention, Assessment and Rehabilitation, 13* (1), 3-11. |
| **Wk 12**  **April 6** | Post-Secondary Education | **FINAL PROJECT Sections DUE: Personnel & Letters of Support/other supporting Appendices**  **DUE**: **Group-led Class Discussion – Group 3**  Miner & Miner (2008). Chapter 13  Flexer et.al, (2008)– Chapter 11: *Transition to Post-Secondary Education*  Gilmore, D., Bose, J., & Hart, D. (2001). Postsecondary education as a critical step toward meaningful employment: Vocational rehabilitation role. *Research to Practice, 7* (4). Boston, MA: Institute for Community Inclusion. |
| **Wk 13**  **April 13** | Community Living & Participation | **FINAL PROJECT Sections DUE: Management Plan & Adequacy of Resources**  **DUE**: **Group-led Class Discussion – Group 4**  Miner & Miner (2008). Chapter 9  Flexer et.al, (2008) – Flexer et.al, (2008) Chapter 12: *Independent living and Community Participation* |
| **Wk 14**  **April 20** | Transition Program Evaluation | **FINAL PROJECT Section DUE: Evaluation Plan**  Miner & Miner (2008). Chapter 10  Chambers, D., Rabren, K. & Dunn, C. (2009) Transition from high school to adult life: A comparison of students with and without disabilities. *Career Development of the Exceptional Individual.* Levine, P., & Wagner, M. (2007a). Transition for young adults who received special education services as adolescents: A time of challenge and change. In W. Osgood, M. Foster, C. Flanagan, & G. Ruth (Eds.) *On your own without a net: The transition to adulthood for vulnerable populations* (pp. 202-238). Chicago: University of Chicago Press. Levine, P., & Wagner, M. (2007b). Transition experiences of young adults who received special education services as adolescents: A matter of policy. In W. Osgood, M. Foster, C. Flanagan, & G. Ruth (Eds.) *On your own without a net: The transition to adulthood for vulnerable populations* (pp. 239-271). Chicago: University of Chicago.  National Council on Disability (2008). The Rehabilitation Act: Outcomes for transition-age youth. Accessed at http://www.ncd.gov/newsroom/publications/2008/publications.htm. |
| **Wk 15**  **April 27** | Research Issues in Transition | **DUE: FINAL PROJECT (Complete grant proposal)**  Miner & Miner (2008). Chapters 15 & 16  Disability Statistics Center. (n.d.). *Finding disability data on the web.* University of California, San Fransisco: Disability Statistics Rehabilitation Research and Training Center. (<http://dsc.ucsf.edu/main.php?name=finding_data>)  Disability Statistics Center. (n.d.). *How to use data*. University of California, San Fransisco: Disability Statistics Rehabilitation Research and Training Center. (<http://dsc.ucsf.edu/main.php?name=how_to_use>)  Special Education Elementary Longitudinal Study (n.d.). SEELS FAQ. (<http://seels.net>)  National Longitudinal Transition Study-2 (n.d.) NLTS2 FAQ. (<http://nlts2.org>) |

*\* This schedule is a guide and may be adjusted at the discretion of the instructor(s).*

1. **COURSE REQUIREMENTS/EVALUATION:**
2. **Quizzes:** You will take **2 quizzes**. The content of the quizzes will be related to basic concepts and legal and procedural aspects related to transition. The purpose of the quizzes is to help you commit to memory key information/concepts that will provide a foundation for the content covered throughout the rest of the semester. **Each quiz will be worth 5 points** for a **total of 10 points.**
3. **Assignments:**
4. **“Best Practices” Paper and Class Discussion** – This assignment is worth **15 points.**

**Individual “Best Practices” Paper (10 points)** - From assigned readings, class discussions, experiences, other classes, etc., you will submit a 4-page paper that discusses the issue of a “best practice” and identifies five best practices in lifespan transition planning. Of these five practices, you will need to meet with your group to identify two practices that address the particular area of transition programming that your group has been assigned to lead a class discussion.

**Group-led Class Discussion (5 points)**. Your group will share information with your classmates by leading a discussion on a transition topic area assigned to your group (see Course Content & Schedule). The purpose of this assignment is for you to learn more about the practices that facilitate transition from one environment to another.Groups and assigned transition program areas are as follows:

Group 1- School-based and community- based transition preparation (week 10)

Group 2- Preparation for employment (week 11)

Group 3- Preparation for post-secondary education (week 12)

Group 4- Preparation for Community living and participation (week 13)

Groups may choose to discuss practices that specifically address issues associated with the particular transition content area they have been assigned (e.g., development of daily living skills for community living and participation).

Groups may also choose a practice that crosses all transition content areas (e.g., self-determination skill training). If a cross-categorical practice, such as self-determination development is identified, the group should focus their discussion on how the practice would manifest itself within the particular transition area they have been assigned, for example, the development of self-determination in an employment setting.

***Group-led Class Discussion Requirements:*** There are three parts to this assignment for groups leading the discussion (1) posting of articles, (2) research summary table, and (3) group-led class discussion.

1-Two Articles Posted to Blackboard (.5 point). Your group will select two journal articles that relate to your group’s discussion topic area and provide an electronic version of the articles to be posted to Blackboard by Week 5. (1 point)

2-Research Summary Table (1.5 points) **.** Your group will provide your peers and instructors an Excel summary table of the research studies that all members of your group used in their best practices papers. The table should have the following headings with the information about each article reviewed by all group members in their individual best practices papers in the appropriate columns. (2 points)

Author(s)’ Name(s)

Year

Title

Journal

Type of Study (e.g., Descriptive, Intervention, Meta analysis)

Disability Type (s)

Age

Grade

Measures

Dependent Variable(s) \*

Independent Variable(s)\*

Results

Complete APA Reference

\*Note: (make separate columns for each variable as needed (DV 1, DV 2, etc.)

3-Group-led Discussion (3 points) – This discussion should provide a broad overview of the topic assigned and be supported by details from the two articles chosen by the group to share with the class. Each member of the group is expected to participate and lead a portion of the discussion. The group-led discussion should be engaging and elicit the participation of other members of the class. This is not a presentation. The group should identify at least three questions from the articles shared with the class in order to prompt discussion. The class discussion should last 1 hour.

There are also audience requirements for those who will be participating in the discussion.

Audience Requirements (3 class participation points) - All students will come to class prepared to discuss the readings posted by the presenters and contribute to class discussion on the identified topics. You should bring two questions/issues to class that relate the topic to be discussed.

1. **Transition Conference Presentation-** This assignment is worth **20** **points**. You will co-present with your assigned group(s) at the Alabama Transition Conference. The topics for these presentations are listed below. Groups must be comprised of both rehabilitation and special education majors. The purposes of this assignment are to provide you with experience speaking at professional conferences as well as to require you to relate what you already know about special education and rehabilitation to the transition process.

Groups will practice their conference presentations in class on weeks 6 and 7 (see Course Content & Schedule above). Each “practice” presentation should consist of highlights from the entire presentation to be delivered at the conference. Your practice presentation should include: (1) an introduction, (2) an overview, (3) an example of each group members assigned portion of the presentation---perhaps 1-2 sample slides, and (4) a closing. This practice session should last 30 minutes for the group presenting a 2-hour workshop and 15 minutes for the other two groups making 1-hour concurrent session presentations at the conference. You will turn in a copy of your slides and the outline with identified presentation responsibilities of group members the day of your “practice” presentation. We will discuss this assignment in more detail in class.

Topics for Transition Conference

1. Transition Instruction for Students with High Incidence Disabilities in Inclusive Classrooms ( 1-hour concurrent session) Group 1
2. Preparing Students for Employment (1-hour concurrent session) Group 2
3. Transition Planning during Middle School Years (2-hour workshop) Groups 3 & 4

Resources for this project:

Garmston, R. (2005). *The presenter’s fieldbook: A practical guide.* (2nd edition).Norwood, MA: Christopher-Gordon. (ISBN 1-92024-88-6)

1. **Review of Literature**  This assignment is worth **20 points**. You will prepare a literature review on a topic that supports your grant proposal. This is an **individual assignment,** but portions of each group members’ literature review will be used later in the Statement of the Problem/Needs section of the group’s grant proposal.

Paper Requirements

**•** Minimum of 10-pages that includes: (1) an introduction of topic to be reviewed (2) a review of no less than 15 research articles that addresses the type of study conducted, participants, methods, and results. A discussion of how studies may be similar or vary from one another should also be included.

**•** APA format

**•** Minimum of 15 references

1. **Grant Writing for Transition Programs (FINAL PROJECT)** This assignment is worth **30 points**.

In groups of four or five members develop a grant proposal to improve and/or evaluate transition services and/or programs or address a particular transition practice. This will require you to analyze and synthesize information you have learned over your course of study as well as through professional and personal experience. This assignment is broken into sections and these sections are due on dates throughout the semester (see Course Content & Schedule).

Identify Grant Competition 1

Abstract 1

Problem/Needs 5

Project Description 5

Personnel 2

Management Plan 2

Adequacy of Resources 2

Evaluation 5

Budget 5

Letters of Support/Appendices 2

1. **Class Participation**-You are expected to attend class and be fully prepared to participate in class discussions and activities. Class participation is worth **5 points.**
2. **Dish (Optional)** -On the last night of class when you present your grant proposal, you will have the opportunity to bring a dish (food) that reflects something about you (e.g., lifestyle, likes, family traditions). This opportunity is worth **1 bonus point**.
3. **STUDENT GRADING & EVALUATION:**

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

|  |  |
| --- | --- |
| **Assignment/Activity** | **Points** |
| Quizzes (2 at 5 pts. ea.) | 10 |
| Best Practices Paper | 10 |
| Best Practices Group Discussion | 5 |
| Conference Presentation | 20 |
| Review of Literature | 20 |
| Final Project (Grant Proposal) | 30 |
| Class Participation | 5 |
| **TOTAL** | **100** |
|  |  |
| Dish – Bonus Point | 1 |

Points will be accumulated toward the total number available (100) and grades will be assigned on the basis of number of accumulated points, as follows:

|  |  |
| --- | --- |
| 90-100  89-80  79-70  69-60  59-below | A  B  C  D  F |

1. **COURSE EVALUATION:** Student perception and evaluation of the course is valued by the instructor, the department, and the university. Three specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature.
2. **CLASS POLICY STATEMENTS:**

**Participation:** Students are expected to participate in all class discussions and participate in all exercise. 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.

**Attendance:** Attendance is required at each class meeting. Unavoidable excuse from campus, other than illness, must be documented and cleared with the instructor in **advance**.

The Rehabilitation and Special Education Programs attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “F” unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub).

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

Assignments must be turned in the day the assignment is due and during the regularly scheduled class time. Also, 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.**

**Quizzes:** If an exam is missed, a make-up quiz will be given only for University approved excuse as outlined in the Tiger Cub. Arrangements to take the make-up quiz must be made in advance (i.e., In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.) Students who miss a quiz because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class.

**Auburn University Policy on Classroom Behavior**: “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; eating or drinking; use of tobacco products monopolizing discussion; persistent speaking out of turn; distractive talking, including cell phone usage; audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures “ verbal, psychological, or physical threats, harassment, and physical violence.” (See ***Tiger Cub***).

**Accommodations for Students with Disabilities:** Students who need accommodations are asked 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 (rabreks@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center at 844-2096.

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**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

**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 original materials.

**11. Justification for Graduate Credit**

This course requires extensive analysis of scholarly journal articles in order to complete the best practices paper, review of literature paper, and grant proposal. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. The conference presentation assignment requires extensive analysis of a particular transition topic in the field. This course also includes two examinations. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.