AUBURN UNIVERSITY

 **DEPARTMENT OF REHABILITATION AND SPECIAL EDUCATION**

 **Course Syllabus**

1. **COURSE NUMBER: RSED 8060**

 **Course Title**: Disabilities and Life Span Transitions

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

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

**Office Location: 1230 Haley Center**

**Phone and Email: 334-844-2082**

rabreks@auburn.edu

**Office Hours:** Monday and Tuesday, 1:30 – 4:30 p.m. **Other times by appointment**

1. **DATE SYLLABUS PREPARED:** January 2018

**Welcome** to this course on examining transitions that occur throughout the lifespan, and the programs and services available to people with disabilities during these times of change. **You will increase your knowledge and skills and learn how to lead others in providing successful transitions for people with disabilities and their families.**

1. **TEXT or MAJOR RESOURCES:**

There is not a text book. Instead there is acollection of readings, which include book chapters, government reports, research reports, articles, position papers and other relevant readings.

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

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.*

Fabian, E., & MacDonald-Wilson, K. (2012). Professional practice rehabilitation service delivery systems and related system resources. In R. Parker & J. Patterson (Eds.) Rehabilitation Counseling: Basics & Beyond (5th Ed.) (pp. 55-84).

Flexer, R., & Baer, R. (2013). Transition legislation and models. In R. Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). Transition Planning for Secondary Students with Disabilites (4th Ed.). pp. 22-45.

Fraser, R.T., Vandergoot, D., Thomas, D., & Wagner, C. (2004). Employment outcomes research in vocational rehabilitation: Implications for rehabilitation counselor 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. <http://www.communityinclusion.org/article.php?article_id=44&staff_id=1>

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.

Institute of Medicine (IOM). 2007. *The Future of Disability in America*. Washington, DC: The National Academies Press. Chapter 3 Disability Trends, 65-97). <http://books.nap.edu/openbook.php?record_id=11898>

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*. Boston, MA: Institute for Community Inclusion. <http://www.communityinclusion.org/article.php?article_id=236>

Lueking, R. (2009). Providing supports to youth with disabilities transitioning to adulthood: Case descriptions from the Youth Transition Demonstration. *Journal of Vocational Rehabilitation 30,* 241–251.

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.

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 Collaborative on Workforce and Disability (May 2009). Info Brief: Successful transition models for youth with mental health needs: A guide for worforce professionals. *Info* *Brief, 23*, 1-4. <http://www.ncwd-youth.info/assets/guides/mental_health/Mental_Health_Guide_complete.pdf>

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

Oertle, K., & Trach, J. (2007). Interagency Collaboration: The importance of rehabilitation professionals’ involvement in transition. *Journal of Rehabilitation, 73*(3), 36-44. have 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>)

Polloway, E., Smith, D., Patton, J., & Smith, T. (1996). Historic changes in mental retardation and developmental disabilities. Education and Training in Mental Retardation and Developmental Disabilities, 31, 3-12.

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).

Rosenkoetter, S., Schroeder, C., Rouse, B., Halns, A., Shaw, J., & McCormick, K. (2009). A review of research in early childhood transition: Child and family studies. (Technical Report #5)). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.

Rouse, B. (2008). *Recommended transition practices for young children and families: Results from a national validation survey*. (Technical Report #3). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center. Available at <http://www.ihdi.uky.edu/nectc/>.

Rouse, B. & Hallam, R. (2011). Transition services for you children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.

Shandra, C. & Hogan, D. (2008). School-to-work program participation and the post-high school employment of young adults with disabilities. *Journal of Vocational Rehabilitation 29,* 117–130.

Test, D., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors. Journal of Rehabilitation, 78(2), 30-38.

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)*.*

United States Government Accounting Office. (July 2012). Students with disabilities: Better federal coordination could lessen challenges in the transition from high school. Washington, DC: Author. <http://www.gao.gov/assets/600/592329.pdf>

Weissenstein, M. (December 19, 2012) Latin Americans rank happiest people on planet. Associated Press. Retrieved from: <http://www.usnews.com/news/world/articles/2012/12/19/poll-says-latin-americans-most-positive>

White, J., & Weiner, J. (2004). Influence of least restrictive environment and community based training on integrated employment outcomes for transitioning students with severe disabilities. *Journal of Vocational Rehabilitation, 21*, 149–156.

**SELECTED WEBSITES:**

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>)

Cornell University, ILR School, Employment and Disability Institute (<http://www.ilr.cornell.edu/edi/>)

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>)

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>)

National Longitudinal Transition Study 2012 (<http://ies.ed.gov/ncee/nlts/>)

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 four sections. The course begins with an introduction and overview of the foundation for transition in the fields of education and rehabilitation, with a focus on definitions, models, and goals. Students will become knowledgeable about the legislation and rules and regulations governing transition-related efforts. The second part of the course focuses on effective practices in transition. The third area of content covered in the course addresses issues related to specific types of transitions related to disability across the lifespan. The courses concludes with research issues in transition and presents examples of a systematic approach for evaluating transition outcomes.

After completing this course, you 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. Identify and discuss key issues at major life span transition;
4. Demonstrate knowledge of effective practices in lifespan transitions;
5. Demonstrate knowledge of educational, rehabilitation, and other reform efforts and their impact on lifespan transitions
6. Identify and describe ways in which to evaluate the effectiveness of transition programs and research issues in transition
7. Identify the various agencies involved in the transition process, describe their roles, and list strategies for working together cooperatively
8. Discuss empowerment as it relates to major life span transitions

As well, you will participate in experiences to:

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

**Week 1/ Jan. 15**

**NO CLASS: Martin Luther King, Jr. Holiday**

**Week 2/ Jan. 22**

**Topic:** Course Overview and a Lifespan View of Transition

**Question/Theme:** *What is transition” Why do we need transition services for people with disabilities?*

**Assignment:** Build a Syllabus

**Week 3/ Jan. 29**

**Topic:** Quality of Life and Transition Requirements

**Question/Theme:** *What is the foundation for transition services for people with disabilities?*

**Assignment:** *Group time for timeline activity*

DUE: Discussion on Quality of Life

READINGS:

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.

Flexer, R., & Baer, R. (2013). Transition legislation and models. In R. Flexer, R. Baer, P. Luft, & T. Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.). pp. 22-45.Weissenstein, M. (December 19, 2012). Latin Americans rank happiest people on planet. Associated Press. Retrieved from: [http://www.usnews.com/news/world/articles/2012/12/19/poll-says-latin-americans-most-positive](http://www.usnews.com/news/world/articles/2012/12/19/poll-says-%20%20%20%20%20latin%20-americans-most-positive)

**Week 4/ Feb. 5**

**Topic:** Introduction to Transition in Early Intervention and Early Childhood Special Education

**Question/Theme:** *What is the foundation for transition services for young children with disabilities?*

**Assignment:**

READINGS:

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).

Rosenkoetter, S., Schroeder, C., Rouse, B., Halns, A., Shaw, J., & McCormick, K. (2009). A review of research in early childhood transition: Child and family studies. (Technical Report #5)). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.

Rouse, B. (2008). *Recommended transition practices for young children and families: Results from a national validation survey*. (Technical Report #3). Lexington: University of Kentucky, Human Development Institute, National Early Childhood Transition Center.

Rouse, B. & Hallam, R. (2011). Transition services for you children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.

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

**Week 5/ Feb. 12**

**Topic:** Transition Legislation

**Question/Theme:** *What is the legal foundation for transition services for people with disabilities?*

**Assignment:**

READINGS:

Flexer, R., & Baer, R. (2013). Transition legislation and models. In R Flexer, R. Baer, P. Luft, & T Simmons (Eds.). Transition Planning for Secondary Students with Disabilities (4th Ed.). pp. 22-45. *(continued)*

Polloway, E., Smith, D., Patton, J., & Smith, T. (1996). Historic changes in mental retardation and developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, *31*, 3-12.

**Week 6/ Feb. 19**

**Topic:** Transition Practices

**Question/Theme:** *What are effective transition practices?*

**Assignment:**

QUIZ 1-Definition and Models

DUE: Discussion on Challenges in Transition (using GAO report and other resources)

READINGS:

United States Government Accounting Office. (July 2012). Students with disabilities: Better federal coordination could lessen challenges in the transition from high school. Washington, DC: Author. <http://www.gao.gov/assets/600/592329.pdf> (Also in Canvas)

Fabian, E., & MacDonald-Wilson, K. (2012). Professional practice rehabilitation service delivery systems and related system resources. In R. Parker & J. Patterson (Eds.) Rehabilitation Counseling: Basics & Beyond (5th Ed.) (pp.55-84).

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**.** <http://www.communityinclusion.org/article.php?article_id=236>

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.

Test, D., & Cease-Cook, J. (2012). Evidence-based secondary transition practices for rehabilitation counselors. *Journal of Rehabilitation,* *78*(2), 30-38.

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>

**Week 7/ Feb. 26**

**Topic:** Transition Practices (continued)

**Question/Theme:** *What are effective transition practices?* (continued)

**Assignment:**

Week 6 readings (continued)

**MID-SEMESTER**

**Week 8/ March 5**

**Topic:** Transition Issues and Practices

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?*

**Assignment:**

QUIZ 2 –Effective Practices

DUE: Presentation and Class Discussion: Peer Mentoring

**SPRING BREAK: March 12 – 16**

**Week 9/ March 19**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE:Evidence-based/Best Practices Individual Paper 1st Draft

DUE: Presentation and Class Discussion: Career Interest

**Week 10/ March 26**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Presentation and Class Discussion: Postsecondary Education

**Week 11/ April 2**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Presentation and Class Discussion: Self-Directed Individual Education Programs (IEPs)

**Week 12/ April 9**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Presentation and Class Discussion: Functional Daily Living

**Week 13/ April 16**

**Topic:** Transition Issues and Practices (continued)

**Question/Theme:** *What are special considerations for specific types of lifespan transitions?* (continued)

**Assignment:**

DUE: Presentation and Class Discussion: Preservice Training for Secondary Transition Personnel

**Week 14/ April 23**

**Topic:** Research Issues in Transition

**Question/Theme:** *What are research topics and issues that are/will shaping transition practices?*

**Assignment:**

DUE:Evidence-based/Best Practices Individual Final Paper

 Bonus Point: Dish Optional

 READINGS

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.*

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

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>)

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.*

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 gain knowledge and understanding of key information and concepts that will provide a foundation for course content. **Each quiz will be worth 5 points** for a **total of 10 points.**
3. **Assignments:**
4. **Transition Timeline (Pairs/Group Activity).** You will work with a partner or group members to summarize the events related to transition that occurred during an assigned decade. Topics to be considered in your summary are social context, legislation, and practices. You and your partner/group will be responsible for providing a handout that summarizes key information to be presented. Summaries may be presented through a variety of modalities (e.g., poster, slideshow, skit, song, etc.). This assignment is worth **6 points.**
5. **Evidence-based/Best Practices Paper.** You will submit a 10-page paper that discusses the issue of evidence-based/best practices in transition. This paper should consist of 10 pages of content supported by citations plus a reference page(s) with no fewer than 15 references. Within the body of the paper you will identify five evidence-based/best practices in lifespan transition planning. You may choose to discuss practices that specifically address issues associated with a particular transition area you are interested in (e.g., development of daily living skills for community living and participation) or general practices (e.g., interagency collaboration) that are relevant across multiple life transitions. The most recent American Psychological Association (APA) Publication Manual should be followed. This assignment is worth **30 points.**
6. **Disability and Lifespan Transition Practices Presentation and Discussion**. You will prepare

a presentation on an assigned topic related to disabilities and lifespan transitions and deliver that presentation to your classmates. This assignment is worth a total of **40 points.**

* 1. ***Presentation Preparation Requirements*** *(22 points).*
		1. *Slideshow and Fact Sheet (19 of 22 preparation points)*

One week prior to your presentation, you will post (a) *two articles* to Canvas for (b) *two discussion questions*, (c) a *fact she*et that provides an overview of topic and (d) a *reference/resource list*.

* + 1. *Post Resources to Canvas* *(3 of 22 preparation points).* You will select three journal articles and/or reports that relate to your discussion topic area and post them on Canvas. You will also post your (a) slideshow and (b) a fact sheet with a reference/resource list. You may also provide any supplemental materials, as appropriate.
	1. ***Group-led Class Discussion Requirements*** *(18 points).*Your presentation should be 30 minutes and include (a) a definition/explanation of practice; (b) related legislation, if applicable; (c) issues; (d) strategies; (e) future directions; and (f) other, if applicable. This discussion should provide a broad overview of the topic presented and be supported by details from the three articles chosen to share with the class.

You will lead a discussion on the topic after your presentation. You will want the class discussion to be engaging and elicit the participation of the class. Your two discussion questions developed in preparation of your presentation will help guide/prompt the discussion. The class discussion should last 20 minutes.

**Audience Requirements**. You are expected to come to class prepared to discuss the readings posted by the presenters and contribute to class discussion on the identified topics. In addition, you will need to prepare two questions or identify two issues that relate the topic to be discussed for each Lifespan Transition Practices Presentation and Discussion session.

Suggested 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. **In-Class Activities & Class Participation.** You are expected to attend class and be fully prepared to participate in class discussions and activities. There will be pre-class and in-class activities. Students must be in attendance to receive points. Class participation is worth **14 points.**
2. **Dish (Optional).** On the last night of class, you will have the opportunity to bring a dish (food) that reflects something about you (e. g., lifestyle, likes, and/or 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**

(2) Quizzes (5 points each) 10

Transition Timeline (group activity) 6

Evidence-based/Best Practices Paper 30

Lifespan Transition Practices Presentation & Discussion 40

In-Class Activities & Participation 14

 **TOTAL 100**

Dish – Optional Bonus Point 1

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

 90-100 A

 89-80 B

 79-70 C

 69-60 D

 59-below 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 POLICIES:**
3. **Attendance:** Class attendance is a professional obligation. As such, you are expected to attend class and participate in class discussions and activities. You are responsible for any content covered in the event of an absence.

You are granted ***excused absences*** from class for the following reasons: you are ill or serious illness of a member of your immediate family, the death of a member of your 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. At my discretion, verified absences may be excused under unusual circumstances (see [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)). In order for the absence to be considered excusable, however, I must be in receipt of the documentation within seven days from the class in which the absence occurred. When feasible, you should notify me 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. There will be weekly in-class activities and/or quizzes. You will not be allowed to make up quizzes or assignments for unexcused absences.

1. **Make-Up Policy**: Arrangement to make up a missed examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by you within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as your continued absence or the advent of university holidays, a make-up exam will take place within two weeks 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.

**C. Assignments:** All written assignments, unless otherwise noted, 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.

All assignments must be submitted the day they are due via Canvas prior to the beginning of class.

**No late assignments** will be accepted unless accompanied by a university approved excuse. If you miss turning in an assignment and have a university approved excuse, you will have **one week** from the time you return to class to turn in the assignment.

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

**D. Class Participation:** As a member of the learning community, you have a responsibility to other students who are members of the community. When cell phones or pagers ring and you respond in class or leave class to respond, it disrupts the class. When you access Facebook and other such sites during class, your engagement in class discussions and course material decreases, impacting the learning of all in the class. Therefore, cell phones, laptops, tablets or similar communication devices during scheduled classes should be turned off or put in a disabled or silent (vibrate) mode and ordinarily should not be taken out during class, unless otherwise directed.

**E. 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 [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)).

1. **Disability Accommodations:** If you need accommodations in class, as provided by the Americans with Disabilities Act, you should arrange for a confidential meeting with me during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). You must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If you do not have these forms, you should make an appointment with the Office of Accessibility, 1288 Haley Center at 844-2096 (V/TT).
2. **Academic Honesty Policy:** 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 university courses. 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, an addendum to your syllabus and/or course assignments will replace 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
1. **Justification for Graduate Credit**

This course requires extensive analysis of scholarly journal articles in order to complete the evidence-based best practices paper and disability and lifespan transition practices presentation and discussion. This analysis requires students to use critical thinking skills to synthesize information from the class with the articles. These course requirements represent a rigorous standard of evaluation consistent with graduate credit.