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| **RSED 5170, 6170, and 6176**  **Transitions from Birth to Adulthood**  **Syllabus**  ***Summer 2017***  **- - - - - - - - - -**  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Professor information:  **Karen Rabren, Ph.D.**  Office: 1230 Haley Center  [rabreks@auburn.edu](mailto:ckd0004@auburn.edu)  Graduate Assistant information:  **Alicia Hodge**  [azh0086@auburn.edu](mailto:azh0086@auburn.edu) | College of Education Keystone Graphic with a listing of the conceptual framework for the College. |

**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**Course Syllabus**

1. **Course Number:** RSED 5170/6170/6176

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| **Course Title:** | Transitions from Birth to Adulthood | |
| **Credit Hours:** | 3 Semester Hours | |
| **Course Meetings:** | Monday and Wednesday, 8:00-11:45 a.m., Haley Center 1212 | |
| **Prerequisites:** | none | |
| **Corequisites:** | none | |
| **Instructor:** | Karen Rabren, Ph.D. | Alicia Hodge, Ed.S. |
| **Office Location:** | 1230 Haley Center |  |
| **Phone/E-mail:** | 844-2082  rabreks@auburn.edu | [azh0086@auburn.edu](mailto:azh0086@auburn.edu) |
| **Office Hours:** | Mondays 1:30 – 3:30 p.m.  (other times by appointment) |  |

1. **Text or Major Resources:**

**Textbooks**

Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). *Transition planning for secondary students with disabilities*. (4th ed.) Boston, MA: Pearson.

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

**Selected Readings** (in order of assignment)

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| (1) | Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the *Coalition for Evidence-Based Policy* (from the *U.S. Department of Education, Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance*). (p. v) Retrieved on October 5, 2016, from <https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf> |
| (2) | Ianacone, R. N. & Stodden, R. A. (1987). Overview Transition issues and directions for individuals who are mentally retarded. In R. N. Ianacone & R. A. Stodden (Eds.). Transition issues and directions. (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia. |
| (3) | Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson. |
| (4) | Amos B. (2006). Transition in early childhood through middle school: Laying the foundation. In P. L., Sitlington, & G. M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (4th ed.).(pp. 108-120). Boston, MA: Pearson. |
| (5) | Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240. |
| (6) | Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education 37*(3), 164-173. |
| (7) | Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). The middle school experience, (pp. 1-22and 64-83). Texas: Pro-Ed. |
| (8) | [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download) |
| (9) | [Greene, G. (2003). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) |
| (10) | Test, D., Fowler, C. H., Richter, S., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128. |
| (11) | Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48* (3*)*, 159-166. |
| (12) | Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson. |
| (13) | Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425. |
| (14) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
| (15) | Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson. |
| (16) | Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. |

1. **Course Description:** This course provides an introduction to foundations of transition programs and practices for children and youth with disabilities. It introduces preservice professionals to proven ways to support successful transitions for children and young adults with disabilities. It also focuses on evidence-based practices to facilitate transitions from birth to young adulthood.
2. **Student Learning Outcomes:**
3. Describe the historical and current views of disability and how these views impact the delivery of transition services for young children and adolescents with disabilities.
4. Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect development, learning, and needed transition services.
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. Identify and discuss the current and future issues critical to successful transition programs.
14. **Course Content & Schedule:**

| **Class/**  **Date/Topic** | **Course Obj.** | **Reading Assignments** | **Assignments/Projects** | **Exams** |
| --- | --- | --- | --- | --- |
| **1**  **June 26**  Course Overview and Intro to Transition  and  Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | 1, 2 | RSED 5170/6170/6176 Syllabus  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). A framework for positive outcomes. *Chapter 1* (pp. 1-21).  TEXT: Rous, B. S., & Hallam, R. A. (2007). A community approach to transition. *Chapter 1* and Tools for transition in early childhood*. Chapter 2* (pp. 1-24). | * Student Information Sheet (completed/not completed) * Expectations Activity (not graded) * View Lecture: Introduction to Transition on Canvas in Module 1 on Canvas * Application Exercise 1: Personal Timeline (1 pt.) |  |
| **6**  **2**  **June 28**  Definitions and Models of Transition  and  EBPs | 3, 4, 5 | TEXT: Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition legislation and models. *Chapter 2* (pp. 22-45).  **and** [IRIS Module: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)  1. [Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the Coalition for Evidence-Based Policy](https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf). | * IRIS Module 1 Responses (4 pts.) * Identify Poster Presentation Content (1 pt.)GRADUATE STUDENTS ONLY | * Mini Quiz 1 (5 pts.)   on content from class one |
| **3**  **July 3**  Transition and Early Intervention | 3, 4 | [CONNECT Module 2: Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2)  (2) Ianacone, R .N. & Stodden, R. A. (1987). Overview Transition issues and directions for individuals who are mentally retarded. In R. N. Ianacone & R. A. Stodden (Eds.). Transition issues and directions. (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia.  (3) Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.  (4) Amos, B. (2006). Transition in early childhood through middle school: Laying the foundation. In P. L., Sitlington, & G. M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (4th ed.).(pp. 108-120). Boston, MA: Pearson | * CONNECT Module 1 Responses (4 pts.) * Application Exercise 2: Sam/Miguel Early Childhood (2 pts.) | * Mini Quiz 2 (5 pts.)   on content from class two |
| **4**  **July 5**  EBPs Early Childhood | 4, 5 | (5) Rouse, B., & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4), 232–240.  (6) Odom S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education, 37*(3), 164-173.  TEXT: Rous, B. S., & Hallam, R. A. (2007). Program practices. *Chapter 7* (pp. 85-112).  Case Study: Sam & Miguel Part 1 | * Early Childhood EBP Swap Meet (4 pts.) | * Mini Quiz 3 (5 pts.)   on content from class  three |
| **5**  **July 10**  Middle & Secondary School Transition | 3, 4 | (7) Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Understanding middle schools, *Chapter 1* (pp.1-22) AND Understanding middle school students, *Chapter 3* (pp. 64-83).  Case Study: Sam & Miguel Part 2 | * Application Exercise 3: Sam/Miguel Middle School (2 pts.) | * Mini Quiz 4 (5 pts.)   on content from class  four |
| **6**  **July 12**  Secondary Transition | 4, 5 | (8) [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)  (9) [Greene, G. (2003). Best practices in transition. *Pathways to Successful for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) | * Application Exercise 4: Sam/Miguel Secondary (2 pts.) * Poster Presentation DUE (14 pts.) GRADUATE STUDENTS ONLY | * Mini Quiz 5 (5 pts.)   on content from class five |
| **7**  **July 17**  EBPs Secondary | 4, 5 | (10) Test, D., Fowler, C. H., Richter, S., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128.  (11) Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48 (3)*, 159-166. Case Study: Sam & Miguel Part 3 | * Secondary EBP Swap Meet (4 pts.) | * Mini Quiz 6 (5 pts.)   on content from class six |
| **8**  **July 19**  Families, and Multicultural Issues | 5, 7, 8 | [CONNECT Module 4: Family-Professional Partnerships](http://community.fpg.unc.edu/connect-modules/learners/module-4)  TEXT: Rous, B. S., & Hallam, R. A. (2007). Child and family practices. *Chapter 8* (pp. 113-126).  (12) Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson.  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Multicultural and collaboration competencies for working with families. *Chapter 3* (pp. 46-66). | * IRIS Module Responses   (4 pts.) | * Mini Quiz 7 (5 pts.)   on content from class seven |
| **9**  **July 24**  Self-Determination,  Transition Planning & Collaboration | 9, 10 | [IRIS Module: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)  (13) Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425.  TEXT: Rous, B. S., & Hallam, R. A. (2007). Developing the plan. *Chapter 10.* (pp. 13-24). **(continued from previous week)**  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Developing postsecondary goals. *Chapter 6* (pp. 124-150).  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Collaborative transition services. *Chapter 8* (pp. 176-198). | * IRIS Module Responses (4 pts.) | * Mini Quiz 8 (5 pts.)   on content from class eight |
| **10**  **July 26**  Current and Future Issues | 11 | (14) Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.  (15) Sitlington, P. L., Neubert, D. A., & Clark, G .M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson.  (16) Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. | * Application Activity 5: Wrap up & Reflection (3 pts.) * EBP Portfolio Final Project (25 pts.) | * Mini Quiz 9 (5 pts.)   on content from class nine |

**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. **Quizzes**
3. **Quizzes (TOTAL 36 points,** **4 points each).** There will be **eight** **TIMED** mini quizzes in this course. The eight mini quizzes are not comprehensive. Quizzes will be comprised of multiple choice and true or false items.These exams will be available on Canvas under the *Quizzes* tab. Each quiz will unlock one week before the due date and time. You will have one attempt to take the mini quiz and there is a 25-minute time limit to complete the quiz.
4. **Assignments** (All assignments will be submitted to Canvas.)
5. **Student Information Sheet (complete/incomplete).** The purpose of this activity is to provide me with basic information about you, so I can know more about your background of experiences and current status that may influence how you engage in the material to be presented in this course.
6. **Expectations Activity (complete/incomplete).** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
7. **Participation (TOTAL 5 points).** In order for active learning to be successful, you, the learner, must meaningfully participate in learning activities. Therefore, you will have the opportunity to earn participation points that help demonstrate your engagement in the learning process. Class engagement will be assessed throughout the semester. In-class and online participation is considered for on-campus students. Distance education students’ participation will be determined by their online engagement. Online participation, for both on-campus and online students, will be determined by engagement with Canvas (e.g., the frequency and length of time Canvas materials are visited). There are ten class sessions in this mini semester (.5 possible participation points each).

NOTE: Modules will be in sequence and have prerequisites. In other words, you must complete the required module for each week prior to gaining access to the next module (e.g., Module 1 must be completed before gaining access to Module 2, and so on).

1. **Online Learning Modules** **(TOTAL 16 points – 4 points each).** The U.S. Department of Education funds several national centers to promote effective educational practices. Two of these centers are (1) the CONNECT: Center to Mobilize Early Childhood Knowledge and (2) the Iris Center at Vanderbilt University. You are expected to read the content, view videos, and complete assignments within identified learning modules as described under *Assignments* for these learning modules in Canvas.
2. **Application Exercises (TOTAL 10 points).** You will participate in application exercises throughout this course. These exercises will be completed individually or in a group. Assignments for these application exercises will vary (e.g., respond to a case study, write brief responses, solve problems, or develop a plan). Some exercises may require preparation ahead of time with the application exercise to be completed the following class. You will have one week from the time the application exercise is introduced in class until it is due.

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

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

1. **Early Childhood and Secondary Evidence-Based Practice (EBP) Swap Meets (TOTAL 8 points - 4 points each).** You will review the literature and identify an article that supports an early childhood and a secondary EBP. You will then save these articles to the appropriate Canvas *Discussion: EBP Swap Meet*. You will be able to *swap* articles with your classmates on the Discussion Board. In other words, you will have access to your classmates’ articles and they will be able to access the article you posted.

You also will complete the EBP Checklist and Worksheet on your identified EBPs and submit them to Canvas under the *Assignments* link. Be prepared to briefly discuss and defend your article as an EBP during class.

You will use the articles you identify and submit to the two swap meets to prepare early childhood and secondary summaries for your EBP portfolio project.

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

**STEPS** to complete this assignment:

1. **Review Articles:** You will review articles that define and describe evidence-based practices for early childhood and secondary transition. Sources should be chosen from professional journals in fields related to transition. You may include one reputable website resource; however, all sources must be credible and contain scholarly content. Check with me, if you are not sure if you are choosing an appropriate article. (Hint – the purpose of the EBP Swap Meet is to help you learn how to identify and EBP.)
2. **Identify Practices:** Using the articles you reviewed and information found in the case studies, you will identify **four** evidence-based practices (two for early childhood transition and two for secondary transition) that would be beneficial in addressing a transition skill needed by one of the case study students. Remember – you will use at least two articles you submitted to the EBP Swap Meets for this project.
3. **Summaries:** You will write brief summaries of the sources used to identify and substantiate the evidence-based practices you chose to include in your portfolio. You will begin each summary with a title for the summary, which will be the correct APA Manual citation of the source you reviewed. Each summary should be about three-fourths to a page in length.

Summaries must be succinct, yet comprehensively describe content from the original source. You must paraphrase information you include in your summaries. The summaries should be free of grammar, punctuation, and spelling errors. Use the following checklist to make sure you have included pertinent information in your summaries. The worksheet you used for the EBP Swap Meet assignment will also be helpful.

* + **Title** - APA citation of article your reviewed supporting the EBP
  + **Who?** Identify students’ disability and/or functioning level, age, and grade level appropriate for the EBP, as well as who should implement the EBP (e.g., teacher, paraprofessional, parent, etc.)
  + **What?** and **How?** Describe the EBP and how it should be implemented
  + **Where?** Identify where the EBP is to be implemented (e.g., in the classroom, individually, or in the community, small group)
  + **Why?** Provide evidence to support the EBP (i.e., what are the results of the study you reviewed?)

1. **Appendices:** Provide appendices for each EBP that includes examples of any commercially-made curriculum and/or materials that might be used to implement the identified practices. The purpose of the appendices is to support the content that you discussed in your paper **and** provide you with resources that you can use as a professional.

Information for the appendices may include, but is not limited to: flyers, brochures, websites (of which you can screen shot sample pages, with the link cited), and lists of curricula and/or assessments. Appendices are not a list of websites.

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

1. Choose one early childhood and one secondary EBP and describe how you would use that practice with one of the case study students to address a specific transition skill.
2. Also, describe how you would implement these EBPs in the delivery of transition services.
3. **Poster Presentation/Paper** (Poster, One Page Summary and Reference list): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**
4. **Poster Title (1 pt.).** By the **second day** 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.
5. **Poster Presentation (14 pts.)**
   1. **Poster.** You will develop a poster summarizing a topic on transition. Your poster should capture important information about the topic. The poster should be well organized, visually appealing, and professionally developed. Graphics should be clear and used to further develop the content presented. Information should be logically presented and include headings or subheadings to help organize material, as needed. All information on the poster should be easily seen from a distance of 3 feet. The poster should be free of grammar, punctuation, and spelling errors. The poster should be developed using Microsoft PowerPoint or some other software that allows for the layout of large documents. The dimensions of the poster should be 36” H X 48” W. Posters can be printed at no charge at the Digital Resource Laboratory within the Ralph Brown Draughon Library. Printing your poster is optional.
   2. **One Page Summary**.Write a one-page single spaced (11 Times New Roman font) summary that further develops the topic that you presented in your poster. This summary should include a one-paragraph introduction that identifies the topic and clearly describes the purpose of the paper/poster. The body of the paper should include two to three paragraphs that provide specifics about the topic supported by literature citations. The paper should close with a conclusion that recaps the specifics presented in the body and returns the reader’s attention back to the purpose of the paper presented in the introduction. The paper should be free of grammar, punctuation, and spelling errors.
   3. **Reference List.** You will include a reference list of no less than five but no more than 10 sources used to develop your one-page summary and poster. Sources should be chosen from professional journals in fields related to transition. You may include three reputable website resources. However, all sources must be from credible, scholarly resources. The references should be free of grammar, punctuation, and spelling errors and follow the latest APA manual requirements.

**\* NOTE:** Before submitting your **EBP and Poster Presentation projects**, the written content of each must be reviewed by a plagiarism checking software. Only submit the body of your document to be scanned for plagarism. Do not include your reference page(s). You have free access to PlagScan through Canvas (see Modules). You may choose another plagiarism checking program such as Turnitin or Plagtracker, but you will be responsible for any costs associated with the use of another review program other than PlagScan.

1. **Rubric and Grading Scale:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  | | |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** | | |
| Participation | 5 |  | Participation | 5 | | |
| 8- Weekly Quizzes (4 pts. each) | 36 |  | 8- Weekly Quizzes (4 pts. each) | 36 | | |
| 4- Online Learning Modules (4 pts. each) | 16 |  | 4- Online Learning Modules (4 pts. each) | 16 | | |
| Application Exercises | 10 |  | Application Exercises | 10 | | |
| Early Childhood EBP Swap Meet & Discussion | 4 |  | Early Childhood EBP Swap Meet& Discussion | 4 | | |
| Secondary EBP Swap Meet & Discussion | 4 |  | Secondary EBP Swap Meet& Discussion | 4 | | |
| EBP Portfolio | 25 |  | EBP Portfolio | 25 | | |
| **Total Points** | **100** |  | Poster Presentation/Paper | 15 | | |
|  |  |  | **Total Points** | **115** | | |
| **Grading Scale** |  |  |  | |  |
| **Undergraduate** |  |  | **Graduate** | |  |
| 90-100  89-80  79-70  69-60  59- below | A  B  C  D  F |  | 103.5-115  92-103  80.5-91.5  69-80  68.5-below | | A  B  C  D  F |

1. **Class Policy Statements:**
   * 1. **Participation**: Students are expected to participate in all class activities. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.
     2. **Excused Absences**: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
     3. **Make-Up Policy:**Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be online via Canvas.
     4. **Written Assignments** are expected to be prepared using word processing software (or other assignment appropriate software e.g., Powerpoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

Assignments must be turned in the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by an excuse approved by the university.

* + 1. **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
    2. **Honesty Code:**  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
    3. **Course Contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
    4. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality