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| **RSED 5170, 6170, and 6176**  **Transitions from Birth to Adulthood**  **Syllabus**  ***Spring 2017***  **- - - - - - - - - -**  **Department of Special Education,**  **Rehabilitation, and Counseling**  **College of Education**  Professor information:  **Karen Rabren, Ph.D.**  Office: 1234-C Haley Center  and  107 Ramsay Hall  [rabreks@auburn.edu](mailto:ckd0004@auburn.edu)  Graduate Assistant information:  **Betty Schiffer, M.Ed.**  Office: 1234G Haley Center  [bjs0017@auburn.edu](mailto:bjs0017@auburn.edu)  Graduate Assistant information:  **Tamikia Brown, M.Ed.**  Office: 1234G Haley Center  [browntl@auburn.edu](mailto:browntl@auburn.edu) |  |

**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, 4:00-6:25 p.m. Haley Center 1212 | |
| **Prerequisites:** | none | |
| **Corequisites:** | none | |
| **Instructor:** | Karen Rabren, Ph.D. | Betty Schiffer, Graduate Assistant (RSED 6176)  and  Tamikia Brown, Graduate Assistant (RSED 5170/6170) |
| **Office Location:** | 1234C Haley Center **and** 107 Ramsay Hall | 107 Ramsay Hall |
| **Phone/E-mail:** | 844-2082 or 844-5935  rabreks@auburn.edu | 844-5927  [bjs0017@auburn.edu](mailto:bjs0017@auburn.edu)  browntl@auburn.edu |
| **Office Hours:** | Haley Center  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) | 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. |
| (2) | Patton, J. R. & Dunn, C. (1998). Basic concepts. *Transition from School to Young Adulthood: Basic Concepts and Recommended Practices*. (pp. 1-6). Austin, TX: ProEd. |
| (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) | Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). The middle school experience, (pp. 1-20 and 55-83). Texas: Pro-Ed. |
| (6)  (7) | [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)  [Greene, G. (2003). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) |
| (8) | 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> |
| (9)  (10) | Kellems, R. O., & Morningstar, M. E. (2009). Tips for transition. *Exceptional Children, 43*, 60-68.  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. |
| (11) | 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. |
| (12) | 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. |
| (13) | 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. |
| (14) | 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. |
| (15) | 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. |
| (16) | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498. |
| (17) | 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. |
| (18) | 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 characteristics of young children, pre-adolescents, and adolescents with disabilities and the impact of these conditions upon development, learning, and needed 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:**

| **Week/**  **Date/Topic** | **Course Obj.** | **Reading Assignments** | **Assignments** | **Exams** | **Projects** |
| --- | --- | --- | --- | --- | --- |
| **1**  **Jan 16** | **MARTIN LUTHER KING, JR. HOLIDAY** | | | | |
| **2**  **Jan. 23**  Course Overview and Intro to Transition | 1 | RSED 5170/6170/6176 Syllabus | * Student Information Sheet (not graded) * Expectations Activity (not graded) | * Pre-Course Assessment (1 pt.) |  |
| **3**  **Jan 30**  Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | 1,2,3 | 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). | * App Ex 1: Transition Timeline (1 pt.) | * Mini Quiz 1 (2.5 pts.) | **Identify Poster Presentation Content (1 pt.)**  (GRADUATE STUDENTS ONLY) |
| **4**  **Feb. 6**  Definitions of Transition and Legislative Overview | 3,4 | Patton, J. R. & Dunn, C. (1998). Basic concepts. *Transition from School to Young Adulthood: Basic Concepts and Recommended Practices*. (pp. 1-6). Austin, TX: ProEd.  TEXT: Flexer, R. W., Baer, R. M., Luft, P., & Simmons, T. J. (2013). Transition legislation and models. *Chapter 2* (pp. 22-45). | * App Ex 2: Personal Transition Experience (1 pt.) * App Ex 3: Jig Saw-Decades (2 pts.) | * Mini Quiz 2   (2.5 pts.) |  |
| **5**  **Feb. 13**  Transition and Early Intervention | 3,4 | **CONNECT Module 1:** [**http://community.fpg.unc.edu/connect-modules/learners/module-2**](http://community.fpg.unc.edu/connect-modules/learners/module-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.  Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.  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  Case Study: Sam & Miguel Part 1 | * Discussion Board 1 (4 pts.) | * Mini Quiz 3 (2.5 pts.) |  |
| **6**  **Feb. 20**  Middle School Transition | 3,4 | Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). Understanding middle schools, *Chapter 1* (pp.1-22) AND Understanding middle school students, *Chapter 3* (pp. 64-83).  Case Study: Sam & Miguel Part 2 | * App Ex 4: Case Study: Sam & Miguel Part 1   (2 pts.) | * Mini Quiz 4 (2.5 pts.) |  |
| **7**  **Feb. 27**  Secondary Transition | 4,5 | [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)  [Greene, G. (2003). Best practices in transition. *Pathways to Successful for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) | * App Ex 5: Case Study: Sam & Miguel Part 2   (2 pts.) | * Mini Quiz 5 (2.5 pts.) | **Poster Presentation DUE (14 pts.)** |
| **8**  **March 6**  Evidence-based Practices in  Transition | **TRANSITION CONFERENCE**  **Secondary Transition Poster Presentations | Auburn Hotel and Dixon Conference Center | Ballroom A |** | | | | |
| 4,5 | **IRIS Module 1:**  [**http://iris.peabody.vanderbilt.edu/module/ebp\_01/**](http://iris.peabody.vanderbilt.edu/module/ebp_01/)  Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the *Coalition for Evidence-Based Policy*.  Kellems, R. O., & Morningstar, M. E. (2009). Tips for transition. *Exceptional Children, 43*, 60-68. | * IRIS Module Responses   (4 pts.) | * Mini Quiz 6 (2.5 pts.) |  |
| **March 13** | **SPRING BREAK** | | | | |
| **9**  **March 20**  EBPs Early Childhood | 4,5 | Rouse, B., & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4), 232–240.  Odom S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education, 37*(3), 164-173.  TEXT: Rous, B. S., & Hallam, R. A. (2007). Program practices. *Chapter 7* (pp. 85-112). |  | * Mini Quiz 7 (2.5 pts.) |  |
| **10**  **March 27**  EBPs Secondary | 4,5 | 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.  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 |  | * Mini Quiz 8 (2.5 pts.) | **EPBs Portfolio Part 1- Early Childhood Practices (10 pts.)** |
| **11**  **April 3**  Families and Multicultural Issues | 5,7,8 | **CONNECT Module 2:** [**http://community.fpg.unc.edu/connect-modules/learners/module-4**](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).  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). | * App Ex 6: Case Study: Sam and Miguel Part 3   (2 pts.)   * Discussion Board 2   (4 pts.) | * Mini Quiz 9 (2.5 pts.) |  |
| **12**  **April 10**  Self-Determination and Transition Planning | 10 | **IRIS Module 2:**  [**http://iris.peabody.vanderbilt.edu/module/tran/**](http://iris.peabody.vanderbilt.edu/module/tran/)  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). | * IRIS Module Responses   (4 pts.) | * Mini Quiz 10   (2.5 pts.) | **EPBs Portfolio Part 2- Secondary Practices (10 pts.)** |
| **13**  **April 17**  Coordinating Transition Services and Roles and Responsibilities | 7,8,9 | **IRIS Module 3:** [**http://iris.peabody.vanderbilt.edu/module/cou2/**](http://iris.peabody.vanderbilt.edu/module/cou2/)  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Collaborative transition services. *Chapter 8* (pp. 176-198).  TEXT: Rous, B. S., & Hallam, R. A. (2007). Building the interagency team, *Chapter 3 (pp. 25-42)* ANDInteragency structure, *Chapter 4* (pp. 25-66).  TEXT: Flexer, R. W, Baer, R. M., Luft, P., & Simmons, T. J. (2013). Coordinating transition services***.*** *Chapter 10* (pp. 227-250). | * App Ex 7: Case Study: Sam and Miguel: Part 4 with IEP Goals (2 pts.) * IRIS Module Responses (4 pts.) * Discussion Board 3 (4 pts.) |  |  |
| **14**  **April 24**  Current and Future Issues | 11 | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.  Sitlington, P. L., Neubert, D. A., & Clark, G .M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson.  Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. | * App Ex 8: Conclusion Activity (2 pts.) | * Post-Course Assessment (1 pts.) | **EBPs Portfolio Parts 1-3 DUE (10 pts.)** |

**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. **Examinations and Quizzes**
3. **Pre-Course and Post-Course Assessment (completed or not completed -TOTAL 2 points).** These are practice tests. The purpose of these tests is to determine your knowledge of transition practices and concepts before and after the course. You will complete both a pre-course and post-course assessment on the major concepts of this class content. You must complete both the pre-course and post-course assessment to earn the 2 points designated for these two practice exams.
4. **Quizzes (TOTAL 25 points,** **2.5 points each).** There will be **10** **TIMED** mini quizzes in this course. The ten mini quizzes are not comprehensive. Quizzes will be a combination of objective and short-answer 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 30-minute time limit to complete the quiz.
5. **Assignments**
6. **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.
7. **Expectations Activity (complete/incomplete)** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
8. **Active Learning Activities**

Active learning provides students opportunities to demonstrate their own understanding of a topic (Svinincki, & McKeachie, 2011). Becoming an active learner requires more than “going through the motions” of completing assignments. You will be challenged to solve problems, discuss issues, and share ideas that impact, or could influence the delivery of transition services for children and youth with disabilities.

Active learning activities for this class will include: (a) answering questions and providing posts from selected reading assignments and selected online modules, (b) completing assignments from the Iris Center learning modules, (c) completing application exercises, and (d) participating in all learning opportunities.

* 1. **Selected Reading/Module Questions/Discussions** **(TOTAL 12 points – 4 points each)** In addition to your textbook readings, you will have selected readings and module content to read. You will answer questions on the Canvas Discussion Board for two selected readings and one CONNECT module.

For the Discussion Assignments you will access Canvas and under *Assignments* you will find a link for *Discussion*. After you click this link, you find instructions on how to answer your questions and post your discussion response.

**Requirements for Reading Questions Responses:**

You will find guidelines for answering questions, the questions you for you to answer, a link to the reading, and a rubric of grading expectations on Canvas.

* You must submit an original answer to the question(s) provided.
* Your response must be at least one paragraph (minimum of 3 sentences).

**Requirements for the Discussion:**

* Post your responses on the *Discussion Board* for the appropriate discussion question.
* The post must contain at least one paragraph (minimum of 3 sentences).
* You must also respond to one of your classmates posts.
* A response must be at least two sentences and be a **meaningful** and **reflective** reaction to their post.
  1. **Learning Modules** **(TOTAL 12 points – 4 points each).** The U.S. Department of Education funds several national centers to promote effective educational practices. One of these centers is called the Iris Center at Vanderbilt University. You will complete learning module activities from the Iris Center. You will find links to Iris Center learning modules on content covered in this course under the Course Requirements section of this syllabus, as well as in weekly Canvas Modules. You are expected to read the content and complete identified activities within assigned IRIS learning modules.
  2. **Application Exercises (TOTAL 14 points)**

You will participate in a number of application exercises throughout this course. These exercises may 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 in class and turned in the following class session. The amount of points per exercise will typically range from 1 to 5 points, depending on the complexity of the exercise. You must be present in class to complete application exercises or for online students engage in the activity the week it is assigned. However, if you have an excuse that meets university approval, you will be allowed to complete an alternate assignment. All application exercises will be submitted on Canvas.

* 1. **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. Both on-campus (as applicable) and online participation will be considered.

Canvas provides statistics on the frequency and length of time you visit Canvas materials, which is one measure of participation. Your participation is assessed by your involvement on other online engagement opportunities (e.g. Chat, Discussion). Please note, that 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. **Projects\***
   1. **Evidenced-Based Practices Portfolio Project (TOTAL 30 points)** The evidence-based practices portfolio will be a culminating collaborative project incorporating many facets of this course. Throughout the semester, you will learn concepts of early childhood and secondary evidence-based practices in transition. You will examine and reflect on case studies of students with disabilities during their early childhood and secondary transitions. This project will require you to collaborate with others and integrate the case studies, and evidence-based practices into an evidence-based practices portfolio.

This project will be due in three parts throughout the semester and each part will be graded as it is submitted. **Part one** will include a review of **early childhood** evidence-based transition practices and appendices to support those practices. **Part two** will address **secondary** evidence-based transition practices and appendices that provide resources for those practices.

You will need to make edits to parts one and two prior to final submission of the portfolio. **Part three** will include your edited versions of part one and two, and your application discussion. The due dates for the parts will coincide with dates topics covered in class and listed on your syllabus.

**Parts One and Two: Review of Evidence-based Transition Practices**

* + - * + **Part One: Early Childhood EBPs**
        + **Part Two: Secondary EBPs**

1. **Group Members:** Early childhood and secondary transition services should be implemented as a coordinated set of activities, which requires collaboration—an important component of transition. You will work in assigned groups and complete individual assignments contributing to the completion of the entire project and then collaborative work together to develop a complete portfolio.
2. **Review Articles:** You and your partners will review articles together 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.
3. **Identify Practices:** Using the articles you reviewed and the case studies, each group member will identify two evidence-based practices: one for early childhood transition and one for secondary transition that would be beneficial for addressing a transition skill for the case study students.
4. **Annotated Bibliography:** You will write a one paragraph annotated bibliography of sources used to identify and substantiate the evidence-based practices you chose to include in your portfolio. You will begin each annotation with the correct APA Manual citation of the source, followed by listing the title of the evidence-based practice.

Annotations must be succinct, yet comprehensively describe content from the original source. You must paraphrase information you include in your annotations. The annotations should be free of grammar, punctuation, and spelling errors.

1. **Appendices:** Provide at least two appendices that includes examples of any commercially-made curriculum and/or materials that might be used to implement the identified evidence-based 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.

**Part 3: Application Discussion**

1. Once you have completed your final edits to Parts 1 and two of the portfolio, answer the following two questions and upload your responses (i.e., Word file approximately 2 pages) with your completed final portfolio to the EBP Portfolio Part 3 assignment link).

Application Discussion Questions

1. Using one early childhood and one secondary EBP reviewed by one of the members in your group (i.e., not one that you reviewed), describe how you would use that practice with students from your case studies to address a specific transition skill.
2. Also, describe how you would implement these EBPs in the delivery of transition services

**FINAL EBP Project (Parts 1-3).** Your final submission for this project will be Parts one and two and your application discussion, described above. Upload your **complete** portfolio (i.e., cover page, edited Parts 1 and 2, and appendices) to the Discussion Board under the *EBPs Portfolio Discussion*. Remember to complete any edits provided to you after your first submissions of Parts 1 and 2, before submitting your final portfolio.

* 1. **Poster Presentation** (Poster, One Page Summary, and Reference list): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**

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.
2. **One Page Summary**.Write a one-page single spaced (12 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.

**\* 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 the 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.** | | |
| Pre-Post Course Assessment | 2 |  | Pre-Post Course Assessment | 2 | | |
| (12) Quizzes | 25 |  | (12) Quizzes | 25 | | |
| (3) Questions/Discussion Posts | 12 |  | (3) Questions/Discussion Posts | 12 | | |
| (3) Learning Modules | 12 |  | (3) Learning Modules | 12 | | |
| Application Exercises | 14 |  | Application Exercises | 14 | | |
| EBP Project | 30 |  | EBP Project | 30 | | |
| Participation | 5 |  | Poster Presentation Project | 15 | | |
| **Total Points** | **100** |  | Participation | 5 | | |
|  |  |  | **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 discussions and participate in all exercises. 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), grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. 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 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

**References**

Svinicki, M., & McKeachie, W.J. (2011). MckKeachie’s teaching tips: Strategies, research, and theory for college and university teachers (13th ed.). Belmont, CA: Wadsworth.