

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Course Syllabus**

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

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

 **Credit Hours:** 3 Semester Hours

 **Course Meetings:** Thursdays, 4:00 p.m. - 6:20 p.m., Haley Center 3472(LRC Distance

Learning Room)

 **Prerequisites:** none

 **Corequisites:** none

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

 **Office Location:** 123o Haley Center

 **Phone/E-mail:** 844-2082/rabreks@auburn.edu

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

 **Date Syllabus Prepared**: August 2019 (updated)

This syllabus is subject to minor changes as needed at the discretion of the instructor, to optimize your learning experience. Any changes will be discussed, and you will be notified of any changes made.

1. **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. **(Available in Bookstore)**

**Selected Readings**

Amos B. (2006). Transition in early childhood through middle school: Laying the foundation. In P. L., Sitlington & G. M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (4th ed.).(pp. 108-120). Boston, MA: Pearson.

Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the *Coalition for Evidence-Based Policy* (from the *U.S. Department of Education, Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance*). (p. v) Retrieved on October 5, 2016, from <https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf>

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

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

[Greene, G. (2003). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)

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

Ianacone, R. N. & Stodden, R. A. (1987). Overview Transition issues and directions for individuals who are mentally retarded. In R. N. Ianacone & R. A. Stodden (Eds.). Transition issues and directions. (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia.

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

[Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)

Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48* (3*)*, 159-166.

Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education 37*(3), 164-173.

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

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

Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.

Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson.

Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson.

Test, D., Fowler, C. H., Richter, S., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128.

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

Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425.

AJ is your account representative at RedShelf. You can contact him by at 312.878.8586 ext. or at aj@redshelf.com.Your Auburn University Bookstore contact is **Rusty Weldon****.**

1. Through this course you will explore the history, philosophy, models, and definitions of transition with emphasis on practices, programs, and services. You will learn about transition programs and practices for children and youth with disabilities. You will also be introduced to proven ways to support successful transitions for children and young adults with disabilities with a special focus on evidence-based practices to facilitate these transitions.
2. **Student Learning Outcomes:**
3. Describe the historical and current views of disability and how these views impact the delivery of transition services for young children and adolescents with disabilities.
4. Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect 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. **Course Schedule**

Due to the large number of applied learning activities in this course, the instructor reserves the right to assign flipped class lectures as time constraints dictate. You will be notified one week in advance if a flipped class will be assigned.

| **Class/****Date/Topic** | **Reading Assignments** | **Assignments/Quizzes/Projects****(due before class)** |
| --- | --- | --- |
| **1****August 22****Thursday**Course Overview and Introduction to Transition | RSED 5170/6170/6176 Syllabus | * Student Information Sheet
* Expectations Activity
* Culturally Responsive Pre-Test (1 pt.)
 |
| **2****August 29****Thursday**Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | TEXT: Flexer, et. al. (2013) *Chapter 1* (pp. 1-21). TEXT: Rous & Hallam. (2007). *Chapter 1* and*. Chapter 2* (pp. 1-24).Global Perspectives Workbook Introduction and Reading #1   | * Culturally Responsive Pre-Test (1 pt.), if not completed last class period
* Global Perspectives Workbook: Reading #1 question response (1 pt.)
* Discussion Question (1 pt.)
 |
| **3****September 5****Thursday**Legislation, Definitions, and Models of Transition | TEXT: Flexer, et. al., (2013). *Chapter 2* (pp. 22-45)Ianacone & Stodden (1987). (pp. 3-4).Global Perspectives Workbook: Reading #2 | * Identify Poster Presentation Content - GRADUATE

STUDENTS ONLY (1 pt.)* Global Perspectives Workbook: Reading #2 questions (2 pts.)
* Discussion Question (1 pt.)
 |
| **4****September 12****Thursday**Families and Multicultural Issues | TEXT: Rous & Hallam. (2007) *Chapter 8* (pp. 113-126).Sitlington, Neubert, & Clark (2010). (pp. 55-69.)TEXT: Flexer, et. al. (2013) *Chapter 3* (pp. 46-66) | * Quiz 1 on content from weeks 1, 2, and 3 (4 pts.)
* Discussion Question (1 pt.)
 |
| **5****September 19****Thursday**Self-Determination | Wehmeyer, Field, Doren, Jones, & Mason (2004)[Defining Self-Determination](https://video.search.yahoo.com/search/video?fr=tightropetb&p=self-determination+whemeyer+video#id=2&vid=2892c65b3595ba2974a6cf62f52ecb1a&action=click) and [Raymond Gagne’s Story](https://video.search.yahoo.com/search/video?fr=tightropetb&p=self-determination+whemeyer+video#id=7&vid=cce93cc9971be6258bec6f296c6d556a&action=view) (Dr. Michael Whemeyer) | * Discussion Question (1 pt.)
 |
| **6****September 26****Thursday**Transition Planning | TEXT: Rous & Hallam. (2007) *Chapter 10* (pp. 13-24)TEXT: Flexer, et. al. (2013)  *Chapter 6* (pp. 124-150) and *Chapter 8* (pp. 176-198) Global Perspectives Workbook: Reading 3 & 4 | * Global Perspectives Workbook: Reading #3 & #4 question responses
* Discussion Question (1 pt.)
* Global Perspectives -Cultural Self-Awareness Assignment (6 pts.)
 |
| **7****October 3****Thursday**Transition Roles and Responsibilities, andCoordination | TEXT: Flexer, et al. (2013). *Chapter 8* (pp. 176-198) and *Chapter 10* (pp. 227-249). TEXT: Rous, B. S., & Hallam, R. A. (2007). *Chapter 3* (pp. 1-24). |  |
| **8****October 10****Thursday** | **FALL BREAK** |
| **9****Thursday****October 17**Evidence-based Practices | Online Learning Module ([IRIS): Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)[Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the Coalition for Evidence-Based Policy](https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf).Cook, et al. (2014). pp. 206–212. | * Quiz 2 on content from weeks 5, 6, and 7 (4 pts.)
* IRIS Module Responses (4 pts.)
* Discussion Question (1 pt.)
 |
| **10****October 24**Transition: Early Intervention & Early Childhood Special Education  | **WORK SESSION** **[No In-class Meeting Today – Complete Assignments as Listed Below]****Suggestion – Work with your groups.** |
| [Online Learning Module (CONNECT): Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2)Dunlap, L.L. (2009). (pp. 416-443).Amos, B. (2006). (pp. 108-120 | * CONNECT Module Questions (4 pts.)
* View Flipped Class Lecture: Transition: Early Intervention & Early Childhood Special Education & Develop
* Discussion Question (1 pt.)
 |
| **11****October 31****Thursday**EBPs Early Childhood | Rouse, B., & Hallam, R. (2012). (pp. 232–240).Odom S. L. & Wolery, M. (2003). (pp. 164-173).TEXT: Rous & Hallam (2007). (pp. 85-112). | * Discussion Question (1 pt.)
 |
| **12****November 7****Thursday****Middle School Transition** | Repetto, Webb, Neubert, & Curran (2006) *Chapter 1* (pp. 1-22) AND *Chapter 3* (pp. 64-83) [Kochhar-Bryant (2003)](https://auburn.instructure.com/courses/1027783/files/96107059/download) [Greene (2003)](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)   | * Quiz 3 on content from weeks 9, 10, and 11 ( 5 points)
* Discussion Question (1 pt.)
 |
| **13****November 14****Thursday**Secondary Transition | Online Learning Module ([IRIS): Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)[Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download) [Greene, G. (2003). Best practices in transition. *Pathways to Successful for Youth with Disabilities.*(pp. 196-228).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1) Website resource:[National Technical Assistance Center on Transition](http://transitionta.org/) | * Discussion Question (1 pt.)
* Transition Planning Project Draft (optional)
 |
| **14****November 21****Thursday**EBPs Secondary | Test et.al. (2009)  Mazzotti, Rowe, & Test (2013)   | * Poster Project DUE (14 pts.) GRADUATE STUDENTS ONLY
 |
| **THANKSGIVING BREAK** **November 25-29** |
| **15****December 5****Thursday**Current and Future Issues | Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.Sitlington, P. L., Neubert, D. A., & Clark, G.M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson.Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson. | Transition Planning Project (20 pts.) |
| **Finals Week**Thursday, December 126:30 PM | Quiz 4 (5 pts.) on content from weeks 12, 13, 14, and 15Culturally Responsive Post-Test (1 pt.) Global Perspectives Reflection (4 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. **Participation (2 points).** To enhance your learning experience, you need to become an engaged learner. To become an engaged learner, you need to participate in the course. Participation includes Canvas Access Reports and class engagement is discussions (online and/or in-class). Canvas Access Reports should be commensurate with activities posted in Canvas Modules each week. Participation will also include your engagement with peers and contribution to group activities.
3. **Quizzes (TOTAL 20 points, 5 points each).** There will be **four** **TIMED** quizzes in this course. 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. Content for each quiz will be composed of information from your readings. You will have one attempt to take the mini quiz and there is a 20-minute time limit to complete the quiz.
4. **Assignments** (All assignments must be submitted to Canvas.)
5. **Application Activities (TOTAL 12 points).** You will participate in application activities throughout this course. These activities will be completed individually and/or in groups. Assignments for these activities will vary. Some may require preparation ahead of time with the exercise to be completed the following class. Others will be introduced and completed within a single class session.

The amount of points per activity will differ according to the complexity of the activity. On-campus students must be present in class to complete application exercises. Online students are expected to engage in the activity the week each exercise is assigned. In-class activities are due the week they are listed in the course schedule above, unless otherwise specified.

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

1. **Discussion Questions (TOTAL 13 points).** You will develop discussion questions for each class as indicated in the class schedule. These discussion questions should be developed from your readings and other related materials prior to the class for which they are assigned. Your question will facilitate discussion as you it with the class and respond to questions shared by your classmates. **No partial credit** will be awarded for this assignment. **All discussion questions** must be submitted to receive credit.
2. **Online Learning Modules** **(TOTAL 8 points – 4 points each).** The U.S. Department of Education funds several national centers to promote effective educational practices (e.g., CONNECT: Center to Mobilize Early Childhood Knowledge and Iris Center at Vanderbilt University). You are expected to read the content, view videos, and respond to questions assigned for these modules. You will find links and directions for these modules under *Assignments* in Canvas.
3. **Global Perspectives of Special Education and Transition: Multicultural and Family Perspectives Project** **(TOTAL = 20 points)**
4. **Culturally Responsive Pre-Test and Post-Test**. You will complete the *Multicultural Efficacy Scale* (Guyton & Wesche, 2005) as a pre-test before you begin and the Post-Test after you complete the Global Perspectives of Special Education and Transition project.
5. **Global Perspectives Reading Questions**. You will read the selected articles and documents and respond to the questions.
6. **Cultural Self-Awareness Assignment**. You will develop cultural self-awareness by exploring and creating a representation of your own cultural heritage. This can be displayed through a 2-3-page paper OR a visual display (e.g., PowerPoint slide show, poster, video, scrapbook etc.) and 1-page summary of your display. You will contact your partner/group members and share your Cultural-Awareness self-assignment. You will then compare and contrast the differences and similarities in our cultural backgrounds Through this assignment you will learn about your personal cultural history, so you should choose the format that is best representative of you. Finally, you will respond to reflection questions about your experience with this assignment.
7. **Reflections on Global Perspectives Project.** You will write a formative reflection so summarize your cultural self-awareness and growth throughout this experience. You will also complete a collaboration evaluation on your partner/group members.
8. **Projects** (All projects must be submitted to Canvas.)
	1. **Transition Planning Project (TOTAL = 25 points).** You will use the transition planning assignment template to (a) provide a context of learning for the young person, (c) complete a planning alignment table, (d) develop lesson objectives and identify learning supports, (e) write a planning commentary, including a reference list.

**Description of the Context for Learning**

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

**Planning Alignment Table**

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

**Lesson Plan Objectives and Supports**

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

**Planning Commentary**

* 1. Identify learning goal and related lesson objectives (table provided)
	2. Planning alignment table (goal, curricular area, IEP goal, standards)
	3. Planning commentary description – research/theory section only
	4. Reference list
1. **Poster Project** (Poster, One Page Summary and Reference list – to be submitted on Canvas): **(TOTAL 15 points – (GRADUATE STUDENTS ONLY).**
2. **Poster Title (1 pt.).** By the **second class** of the **mini- semester**, you will identify a topic for your poster/presentation project. You are encouraged to use the topics presented in the course schedule to guide your selection. Please let me know in advance, if you need assistance in choosing or narrowing down a topic.
3. **Poster & Paper (14 pts.)**
	1. **Poster.** You will develop a poster summarizing a topic on transition. Your poster should capture important information about the topic. The poster should be well organized, visually appealing, and professionally developed. Graphics should be clear and used to further develop the content presented. Information should be logically presented and include headings or subheadings to help organize material, as needed. All information on the poster should be easily seen from 3 feet. The poster should be free of grammar, punctuation, and spelling errors. The poster should be developed using Microsoft PowerPoint or some other software that allows for the layout of large documents. The dimensions of the poster should be 36” H X 48” W. Posters can be printed at no charge at the Digital Resource Laboratory within the Ralph Brown Draughon Library. Printing your poster is optional.
	2. **One Page Summary**.Write a one-page single spaced (11 Times New Roman font) summary that further develops the topic that you presented in your poster. This summary should include a one-paragraph introduction that identifies the topic and clearly describes the purpose of the paper/poster. The body of the paper should include two to three paragraphs that provide specifics about the topic supported by literature citations. The paper should close with a conclusion that recaps the specifics presented in the body and returns the reader’s attention back to the purpose of the paper presented in the introduction. The paper should be free of grammar, punctuation, and spelling errors. \*Note: This assignment has purposeful variations from standard APA formatting (i.e., no title page, abstract, and single spacing of content). These minor adjustments provide a suitable format for your summary to serve as a one-page handout with references printed on the back.
	3. **Reference List.** You will include a reference list of no less than five but no more than eight sources used to develop your one-page summary and poster. Citations from these references should support the content of your paper. Sources should be chosen from professional journals in fields related to transition. You may include one reputable website resource. The references should be free of grammar, punctuation, and spelling errors and follow the latest APA manual requirements.
4. **Rubric and Grading Scale:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Undergraduate** |  |  | **Graduate** |  |
| **Assignment** | **Pts.** |  | **Assignment** | **Pts.** |
|  |  |  | Poster Project  | 15 |
| Participation | 2 |  | Participation | 2 |
| Application Activities | 12 |  | Application Activities | 12 |
| Discussion Questions | 13 |  | Discussion Questions | 13 |
| 4- Quizzes (5 pts. each) | 20 |  | 4- Quizzes (5 pts. each) | 20 |
| 2- Online Modules (4 pts. each) | 8 |  | 2- Online Modules (4 pts. each) | 8 |
| Global Perspectives Project  | 20 |  | Global Perspectives Project  | 20 |
| Transition Planning Project | 25 |  |  Transition Planning Project  | 25 |
| **Total Points** | **100** |  | **Total Points** | **115** |
| **Grading Scale** |
| **Undergraduate** |  |  | **Graduate** |  |
|  90-100 89-80 79-70 69-60 59- below  | ABCDF |  |  103.5-115 92-103 80.5-91.5 69-80 68.5-below  | ABCDF |

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 and Projects** 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 and projects should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

Assignments and projects must be turned into Canvas on the day and time they are due. 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 or projects** 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