

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.

**Prerequisites:** none

**Corequisites:** none

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

**Office Location:** 1230 Haley Center

**Phone/E-mail:** [844-2082/rabreks@auburn.edu](mailto:844-2082/rabreks@auburn.edu)

The instructor will respond to Tigermail emails or Canvas messages within 48 hours of receipt (note: this may vary for emails sent on Saturday or Sunday)

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

**Date Syllabus Prepared**: August 2020 (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. **Term:** Fall 2020

**Format:** Blended

This course is being offered in a “blended” format. Much of the course will be offered using both synchronous (Zoom) and asynchronous online formats (Canvas). However, we will also meet in-person later in the course (October 29) assuming that circumstances are conducive to doing so. When we begin our on-campus meetings we will need to use a rotating schedule. This means we will move to a “hybrid” format with half of the class attending in person and the other half attending online by Zoom to ensure social distancing.

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.](mailto:312.878.8586%20ext.) or at [aj@redshelf.com](mailto:aj@redshelf.com).Your Auburn University Bookstore contact is [**Rusty Weldon**](mailto:weldora@auburn.edu)**.**

1. **Course Description:** 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 that development, learning, and needed transition services has on these individuals.
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 and/or other types of asynchronous learning as time constraints dictate. You will be notified one week in advance if adjustments need to be made.

| **Class/**  **Date/Topic** | **Reading Assignments** | **Assignments/Quizzes/Projects**  **(due before class)** |
| --- | --- | --- |
| **1**  **August 20**  **Thursday**  Course Overview and Introduction to Transition | RSED 5170/6170/6176 Syllabus | * Student Information Sheet * Expectations Activity * Culturally Responsive Pre-Test |
| **2**  **August 27**  **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).  Multicultural Workbook Introduction and Reading #1 | * Culturally Responsive Pre-Test, if not completed last class period * Multicultural Workbook: Reading #1 question response * Discussion Question |
| **3**  **September 3**  **Thursday**  Legislation, Definitions, and Models of Transition | TEXT: Flexer, et. al., (2013). *Chapter 2* (pp. 22-45)  Ianacone & Stodden (1987). (pp. 3-4).  Multicultural Workbook: Reading #2 | * Discussion Question |
| **4**  **September 10**  **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 * Discussion Question |
| **5**  **September 17**  **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 * Multicultural Workbook: Reading #2 questions * Identify Poster Presentation Content - GRADUATE   STUDENTS ONLY |
| **6**  **September 24**  **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)  Multicultural Workbook: Reading 3 & 4 | * Multicultural Workbook: Reading #3 & #4 question responses * Discussion Question * Multicultural -Cultural Self-Awareness Assignment |
| **7**  **October 1**  **Thursday**  Transition Roles and Responsibilities, and Coordination | 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 8**  **Thursday**  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 * IRIS Module Responses * Discussion Question |
| **9**  **Thursday**  **October 15**  Transition: Early Intervention & Early Childhood Special Education | [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 * View Flipped Class Lecture: Transition: Early Intervention & Early Childhood Special Education & Develop   Discussion Question |
| **10**  **October 22**  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 |
| **11**  **October 29**  **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 |
| **12**  **November 5**  **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 * Transition Planning Project Draft (optional) |
| **13**  **November 12**  **Thursday**  EBPs Secondary | Test et.al. (2009)  Mazzotti, Rowe, & Test (2013) | * Poster Project DUE (14 pts.) GRADUATE STUDENTS ONLY * Discussion Question (1 pt.) |
| **14**  **November 19**  **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.) * Discussion Question (1 pt.) |
| **THANKSGIVING BREAK**  **November 25-29** | | |
| **Finals Week** | Quiz 4 (5 pts.) on content from weeks 12, 13, 14, and 15  Culturally Responsive Post-Test (1 pt.)  Multicultural 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 quizzes 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 and information presented in class.
4. **Learning Activity 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 during class as you share your question 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. **Multicultural Issues in Special Education and Transition 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 Multicultural of Special Education and Transition project.
5. **Multicultural 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 Multicultural 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.**

**Four Lesson Segment Planing**

**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 | 5 |  | Participation | | 5 | |
| Application Activities | 12 |  | Learning Activities | | 12 | |
| Discussion Questions | 10 |  | Discussion Questions | | 10 | |
| 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 | |
| Multicultural Project | 20 |  | Multicultural Project | | 20 | |
| Transition Planning Project | 25 |  | Transition Planning Project | | 25 | |
|  |  |  | Poster Presentation Project | | 15 | |
| **Total Points** | **100** |  | **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:**

# **CLASS POLICIES:**

**Names and Pronouns:** Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

\*Source: Auburn University College of Education, Critical Studies Working Group

**Faculty Communication and Feedback: Your Auburn University email address is the university-approved form of communication between instructors and students.** It is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**Attendance:** Students are expected to attend class and participate in class discussions and activities and will be held responsible for any content covered in the event of an absence.

**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, military orders, and religious holidays. Students who wish to have an excused absence from 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](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student as soon as possible but no later than one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within one week of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be an alternate multiple choice and short answer exam.

**Assignments:** Written assignments are expected to be grammatically accurate and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All assignments must be turned in the day they are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment.

**No late assignments** will be accepted unless accompanied by a university approved excuse.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

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

**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).

**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.

**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.

* + 1. **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

**COVID Related Policies:**

**Statement on COVID-19 Physical Distancing**-Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**-In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote-**In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**Assignment/Schedule Subject to Change Due to Pandemic-**The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event a Student in Class Tests Positive-**Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and be in touch with someone who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that I Test Positive or am Required to Quarantine-**If I am unable to attend our face to face portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies-**When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal face to face classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance-**Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.