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| **RSED 5170, 6170, and 6176** **Transitions from Birth to Adulthood** **Syllabus*****Summer 2017*****- - - - - - - - - -****Department of Special Education,** **Rehabilitation, and Counseling****College of Education**Professor information:**Karen Rabren, Ph.D.**Office: 1230 Haley Centerrabreks@auburn.edu334-844-2082 | College of Education Keystone Graphic with a listing of the conceptual framework for the College.  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

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

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

 **Credit Hours:** 3 Semester Hours

 **Course Meetings:** Monday and Wednesday, 8:00-11:45 a.m., Haley Center 1212

 **Prerequisites:** none

 **Corequisites:** none

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

 **Office Location:** 1230 Haley Center

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

 **Office Hours:** Mondays 1:30 – 3:30 p.m. (other times by appointment)

 **Date Syllabus Prepared**: May 2018

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 (Available on RedShelf –** **Rusty Weldon****, Auburn University Bookstore)**

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 (Available on RedShelf –** **Rusty Weldon****, Auburn University Bookstore)**

1. Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the *Coalition for Evidence-Based Policy* (from the *U.S. Department of Education, Institute of Education Sciences, and National Center for Education Evaluation and Regional Assistance*). (p. v) Retrieved on October 5, 2016, from <https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf>
2. Ianacone, R. N. & Stodden, R. A. (1987). Overview Transition issues and directions for individuals who are mentally retarded. In R. N. Ianacone & R. A. Stodden (Eds.). Transition issues and directions. (pp. 3-4). *The Council for Exceptional Children.* Reston, Virginia.
3. Dunlap, L. L. (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443). Upper Saddle River, NJ: Pearson.
4. Amos B. (2006). Transition in early childhood through middle school: Laying the foundation. In P. L., Sitlington, & G. M. Clark (Eds.). *Transition Education and Services for Students with Disabilities* (4th ed.).(pp. 108-120). Boston, MA: Pearson.
5. Rouse, B. & Hallam, R. (2012). Transition services for young children with disabilities: Research and future directions. *Topics in Early Childhood Special Education, 31*(4) 232–240.
6. Odom, S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education 37*(3), 164-173.
7. Repetto, J. B., Webb, K. W., Neubert, D. A., & Curran, C. (2006). The middle school experience, (pp. 1-22and 64-83). Texas: Pro-Ed.
8. [Kochhar-Bryant, C. A. (2003). Introduction to transition. *Pathways to Successful for Youth with Disabilities.*(pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download)
9. [Greene, G. (2003). Best practices in transition. *Pathways to Successful Transition for Youth with Disabilities.*(pp. 154-196).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)
10. Test, D., Fowler, C. H., Richter, S., White, J., Mazzotti, V., Walker, A. R., Kohler, P., & Kortering, L. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128.
11. Mazzotti, V. L., Rowe, D. R., & Test, D. W. (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic, 48* (3*)*, 159-166.
12. Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson.
13. Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425.
14. Halpern, A. S. (1993). Quality of life as a conceptual framework for evaluating transition outcomes. *Exceptional Children, 59*, 486-498.
15. Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Where do we go from here? In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 256-261.) Boston, MA: Pearson.
16. Dunlap, L. L. (2009). Transitions: Preparing for the next step. *An Introduction to Early Childhood.* (pp. 444-447). Upper Saddle River, NJ: Pearson.
17. **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.
18. **Student Learning Outcomes:**
19. 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.
20. Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect development, learning, and needed transition services.
21. Describe federal/state regulations related to early childhood and secondary transition programming.
22. Discuss educational service models related to early childhood and secondary programming.
23. 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)
24. Explain cultural diversity and its relationship to transition for children and youth with disabilities.
25. Identify family issues at different transitions from birth, childhood, and adolescence to adulthood.
26. Describe the roles of professionals, students and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)
27. Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
28. 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)
29. **Course Content & Schedule:**

| **Class/****Date/Topic** | **Course Obj.** | **Reading Assignments** | **Assignments/Projects** | **Exams** |
| --- | --- | --- | --- | --- |
| **1****June 25**Course Overview and Intro to Transitionand Views of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | 1, 2  | RSED 5170/6170/6176 SyllabusTEXT: Flexer, et. al., (2013). A framework for positive outcomes. *Chapter 1* (pp. 1-21). TEXT: Rous & Hallam. (2007). A community approach to transition. *Chapter 1* and Tools for transition in early childhood*. Chapter 2* (pp. 1-24). | * Student Information Sheet (Prior to Class)
* Expectations Activity (Prior to Class)
* View Flipped Class Lecture: Introduction to Transition on Canvas (Prior to Class)
* Application Exercise 1- Personal Timeline (4 pts.)
 |  |
| **2****June 27**Definitions and Models of TransitionandEBPs | 3, 4, 5 | TEXT: Flexer, et. al., (2013). Transition legislation and models. *Chapter 2* (pp. 22-45).**and**[IRIS Module: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program](http://iris.peabody.vanderbilt.edu/module/ebp_01/)1. [Baron, J. (2003). Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide. In the Coalition for Evidence-Based Policy](https://www2.ed.gov/rschstat/research/pubs/rigorousevid/rigorousevid.pdf).

(2) Ianacone. & Stodden (1987). Overview Transition issues and directions for individuals who are mentally retarded. (pp. 3-4). | * IRIS Module 1 Responses (4 pts.)
* Identify Poster Presentation Content (1 pt.)GRADUATE STUDENTS ONLY
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| **3** **July 2**Transition: Early Intervention & Early Childhood Special Education  |  |  [CONNECT Module 2: Transition](http://community.fpg.unc.edu/connect-modules/learners/module-2)  (3) Dunlap (2009). Transitions: preparing for the next step. *An Introduction to Early Childhood.* (pp. 416-443(4) Amos (2006). Transition in early childhood through middle school: Laying the foundation(pp. 108-120).Case Study: Sam & Miguel | * CONNECT Module 2: Transition Responses (4 pts.)
 | * Mini Quiz 1 (5 pts.) on content from class 1 and 2
 |
| **4****July 9**EBPs Early Childhood | 3, 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.(6) Odom S. L. & Wolery, M. (2003). A unified theory of practice in early intervention/early childhood special education: Evidenced-based practices. *The Journal of Special Education, 37*(3), 164-173.TEXT: Rous & Hallam (2007). Program practices. *Chapter 7* (pp. 85-112).Case Study: Sam & Miguel | * Application Exercise 2 - ECSE: Abbreviated Learning Segment (See item 5a-b) (**In-Class – 3pts.)**
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| **5****July 11**Middle School & Secondary Transition  | 3, 4,5 | (7) Repetto, Webb, Neubert, & Curran (2006). Understanding middle schools, *Chapter 1* (pp.1-22) AND Transition and career development in middle school, *Chapter 3* (pp. 64-83). (8) [Kochhar-Bryant (2003). Introduction to transition.  (pp. 15-17).](https://auburn.instructure.com/courses/1027783/files/96107059/download) (9) [Greene (2003).](https://auburn.instructure.com/courses/1027783/files/96107068/download?wrap=1)  Best practices in transition. (pp. 154-196).Case Study: Sam & Miguel |  | * Mini Quiz 2 (5 pts.)

on content from class 3 and 4 |
| **6****July 16**EBPs Secondary | 4, 5 | (10) Test et.al. (2009). Evidence-based practices in secondary transition. *Career Development for Exceptional Individuals, 32*, 115-128.(11) Mazzotti, Rowe, & Test (2013). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. 115-128. Case Study: Sam & Miguel  | * Application Exercise 3 Secondary: Abbreviated Learning Segment (See item 5a-b) (**In-Class – 3pts.)**
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| **7****July 18**Transition Planning and Collaboration | 4, 5 | [IRIS Module: Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](http://iris.peabody.vanderbilt.edu/module/tran/)TEXT: Rous & Hallam. (2007). Developing the plan. *Chapter 10.* (pp. 13-24). **(continued from previous week)**TEXT: Flexer, et. al., (2013). Developing postsecondary goals. *Chapter 6* (pp. 124-150) and Collaborative transition services. *Chapter 8* (pp. 176-198).  | * IRIS Module Responses (4 pts.)
* Poster Presentation DUE (14 pts.) GRADUATE STUDENTS ONLY
 | * Mini Quiz 3 (5 pts.) on content from class 5 and 6
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| **8****July 23**Families and Multicultural Issues | 5, 7, 8 | [CONNECT Module 4: Family-Professional Partnerships](http://community.fpg.unc.edu/connect-modules/learners/module-4) TEXT: Rous & Hallam. (2007). Child and family practices. *Chapter 8* (pp. 113-126). (12) Sitlington, P. L., Neubert, D. A., & Clark, G. M. (2010). Students and families: Key participants*.* In P. L. Sitlington, & G. M. Clark (Eds.). *Transition education and services for students with disabilities*. (5th ed.). (pp. 55-69.) Boston, MA: Pearson.TEXT: Flexer, et. al., (2013). Multicultural and collaboration competencies for working with families. *Chapter 3* (pp. 46-66). |  |  |
| **9****July 25** Self-Determination | 9, 10 | (13) Wehmeyer, M. L., Field, S., Doren, B., Jones, B., & Mason, C. (2004). Self-determination and student involvement in standards-based reform. *Exceptional Children, 70*, 413-425.[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) | * [Developing a Self-Determination Activity](http://www.selfdetermination.dept.ku.edu/wp-content/uploads/2016/03/SDI-Student-Report-Guide_small.Final_.pdf) **In-Class**
* **FINAL PROJECT: Abbreviated Learning Segment (54 pts.)**
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| **(Finals Week)****Wednesday** **August 1** | 4, 5, 7, 8, 9, 10 |  | * Mini Quiz 4 (5 pts.) on content from class 7, 8, 9
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**Note:** Final projects will be presented in lieu of a written final examination.

**Distance learning courses:** Canvas will be used for distance learning delivery. Students taking this course via distance education are expected to follow the course schedule, watch video lectures, and complete assignments as listed on the outline above. Students will have weekly opportunities to engage with the instructor as well as other students using the Discussion Board in Canvas. The use of Canvas to support student learning is used for both distance and on-campus students. Distance learning students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.

1. **Course Requirements/Evaluation:**
2. **Quizzes**
3. **Quizzes (TOTAL 20 points, 5 points each).** There will be **four** **TIMED** mini 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 25-minute time limit to complete the quiz.
4. **Assignments** (All assignments will be submitted to Canvas.)
5. **Student Information Sheet (complete/incomplete).** The purpose of this activity is to provide me with basic information about you, so I can know more about your background of experiences and current status that may influence how you engage in the material to be presented in this course.
6. **Expectations Activity (complete/incomplete).** The purpose of this assignment is to identify your *Expectations, Learner’s Responsibilities* and *Instructors’ Responsibilities* for the course.
7. **Online Learning Modules** **(TOTAL 16 points – 4 points each).** The U.S. Department of Education funds several national centers to promote effective educational practices. Two of these centers are (1) the CONNECT: Center to Mobilize Early Childhood Knowledge and (2) the Iris Center at Vanderbilt University. You are expected to read the content, view videos, and respond to questions as described in the directions. You will find directions and links to these modules under *Assignments* in Canvas.
8. **Application Exercises (TOTAL 10 points).** You will participate in application exercises throughout this course. These exercises will be completed individually and/or in groups. Assignments for these application exercises will vary. Some may require preparation ahead of time with the application exercise to be completed the following class. Others will be introduced and completed within a single class session.

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

If you are absent from class and you have an excuse that meets university approval, you will be allowed to make-up the application exercise. If you are absent, it is your responsibility to provide an excuse and inform me that you need to complete a make-up assignment.

1. **Final Project: Abbreviated Learning Segment (TOTAL 54 points).** You will develop portions of a learning segment using one of the two case studies you have been provided. You will access the Alabama Development Standards, the Alabama College and Career Ready Standards and/or the Alabama Transition Standards, as needed according to the age of the child in the case study selected. The selected learning segment components you will develop for this assignment include:
	1. **Description of the Context for Learning**
	2. Description of setting (school, classroom type, grade level)
	3. Your role in the learner’s program (e.g., special education teachers who provides…)
	4. Schedule for instructional time
	5. Primary language of learner
	6. Identify the instructional program using
	7. Describe size and composition of instructional group
	8. Describe the learner (i.e., age, gender, cultural background, disability)
	9. Describe behavioral support provided for the learner
	10. **Lesson Plan Overview**

Identify a learning goal that you would use to develop a 4-lesson learning segment for your selected case study student. Develop four brief descriptions of these lessons. Each description should be in the form of a paragraph and include a description of the following:

1. **the learning goal for the lesson;**

*“When provided a video recipe of a multi-step food preparation task, the student will independently complete the tasks resulting in a prepared food item for consumption.”*

1. **materials needed for the lesson;**

 *“The student will be provided a video of a recipe with food preparation steps, as well as cooking supplies (i.e., a can of tuna, jar of mayonnaise, fork, bowl, spoon, dill pickle relish).”*

1. **how and what type of instruction you will provide;**

“I will ask the student to watch the video to learn the cooking tasks. If the student does not respond, I will use least-to-most prompting.”

1. **expected learning activities for the student; and**

*“The student is expected to watch, engage in, and complete all the cooking tasks in the video.”*

* 1. **Abbreviated Planning Commentary**
	2. Identify learning goal and related lesson objectives (table provided)
	3. Planning alignment table (goal, curricular area, IEP goal, standards)
	4. **Evidence-based Practice.** Justify choices of learning tasks, materials, and supports based on learner’s strengths, needs, and principles of research on evidence-based practices.

1. **Poster Presentation/Paper** (Poster, One Page Summary and Reference list): **(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 Presentation (14 pts.)**
	1. **Poster.** You will develop a poster summarizing a topic on transition. Your poster should capture important information about the topic. The poster should be well organized, visually appealing, and professionally developed. Graphics should be clear and used to further develop the content presented. Information should be logically presented and include headings or subheadings to help organize material, as needed. All information on the poster should be easily seen from a distance of 3 feet. The poster should be free of grammar, punctuation, and spelling errors. The poster should be developed using Microsoft PowerPoint or some other software that allows for the layout of large documents. The dimensions of the poster should be 36” H X 48” W. Posters can be printed at no charge at the Digital Resource Laboratory within the Ralph Brown Draughon Library. Printing your poster is optional.
	2. **One Page Summary**.Write a one-page single spaced (11 Times New Roman font) summary that further develops the topic that you presented in your poster. This summary should include a one-paragraph introduction that identifies the topic and clearly describes the purpose of the paper/poster. The body of the paper should include two to three paragraphs that provide specifics about the topic supported by literature citations. The paper should close with a conclusion that recaps the specifics presented in the body and returns the reader’s attention back to the purpose of the paper presented in the introduction. The paper should be free of grammar, punctuation, and spelling errors. \*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.** |
| 4- Weekly Quizzes (5 pts. each) | 20 |  | 4- Weekly Quizzes (5 pts. each) | 20 |
| 4- Online Learning Modules (4 pts. each) | 16 |  | 4- Online Learning Modules (4 pts. each) | 16 |
| Application Exercises | 10 |  | Application Exercises | 10 |
| Final Project | 54 |  | Final Project | 54 |
| **Total Points** | **100** |  | Poster Presentation/Paper | 15 |
|  |  |  | **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** are expected to be prepared using word processing software (or other assignment appropriate software e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.

Assignments must be turned 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** 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