**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:** Vanessa Hinton, Ph.D.

 **Office Location:** 1234-D Haley Center

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

 **Office Hours: ??????????**. (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**

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**

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. 1-22 and 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.

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. programs and practices for children and youth with disabilities. It introduces preservice professionals to proven ways to support successful transitions for children and young adults with disabilities. It also focuses on evidence-based practices to facilitate transitions from birth to young adulthood.
2. **Student Learning Outcomes:**
3. Describe the historical and current views of disability and how these views impact the delivery of transition services for young children and adolescents with disabilities.
4. Identify the ecological influences on young children, pre-adolescents, and adolescents with disabilities and the effect development, learning, and needed transition services.
5. Describe federal/state regulations related to early childhood and secondary transition programming.
6. Discuss educational service models related to early childhood and secondary programming.
7. Describe various evidence-based school- and community-based programs, curricula, service options, and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of transition skills. 290-3-3-.36(1)(c)1.(v)
8. Explain cultural diversity and its relationship to transition for children and youth with disabilities.
9. Identify family issues at different transitions from birth, childhood, and adolescence to adulthood.
10. Describe the roles of professionals, students and families as members of a collaborative team. 290-3-3-.34(2)(j)2.(i)
11. Describe how to work collaboratively with members of the instructional team and professionals from related fields. 290-3-3-.34(2)(j)3.(i)
12. Describe the use of a Standards-based Individualized Education Program (IEP) that adheres to state and federal guidelines in terms of format, development, and implementation. 290-3-3-.34(2)(g)2.(ii)
13. **Course Schedule**

| **Class/****Date/Topic** | **Reading Assignments** | **Assignments/Projects** | **In-Class Activities** |
| --- | --- | --- | --- |
| **1****June 24****Monday**Course Overview and Introduction to TransitionandViews of Disability and Characteristics of Young Children, Pre-teens, and Adolescents with Disabilities | RSED 5170/6170/6176 SyllabusTEXT: Flexer, et. al. (2013) *Chapter 1* (pp. 1-21) TEXT: Rous & Hallam (2007) *Chapter 1* and *Chapter 2* (pp. 1-24) | * Culturally Responsive Pre-Test (1 pt.)
* View Flipped Class Lecture: Introduction to Transition on Canvas & Develop Flipped Class Discussion Question (Prior to Class)
 | * Review Syllabus
* Share Flipped Class Discussion Question (1 pt.)
* Discussion of Global Perspectives
* Global Perspectives Project – Quiz (1 pt.)
* Global Perspective Workbook Introduction and Reading #1
* Global Perspectives Workbook: Reading #1 question (1 pt.)
 |
| **2****June 26****Wednesday**Definitions and Models of Transitionand | TEXT: Flexer, et. al., (2013). Transition legislation and models. *Chapter 2* (pp. 22-45)Ianacone. & Stodden (1987) Global Perspectives Workbook: Reading #2, Cadye Povenmire-Kirk, Bethune, Alverson, & Gutmann Kahn (2015) | * View Flipped Class Lecture: Transition Definitions, Models, and Legislation & Develop Flipped Class Discussion Question (Prior to Class)
* Identify Poster Presentation Content GRADUATE

STUDENTS ONLY* Identify family with a transition-age child with a disability
 | * Share Flipped Class Discussion Question (1 pt.)
* Global Perspectives Workbook: Reading #2 questions (2 pts.)
 |
| **3****July 1****Monday**Transition Planning and Collaboration | [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) *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 | * **Quiz 1 from class 1 & 2 (4 pts.)**
* View Flipped Class Lecture: Transition Planning and Collaboration & Develop Flipped Class Discussion Question (Prior to Class)
* Global Perspectives -Cultural Self-Awareness Assignment (12 pts.)
 | * Share Flipped Class Discussion Question (1 pt.)
* Global Perspectives Workbook: Reading #3 & #4 (2 pts.)
 |
| **4****July 3****Wednesday**Families and Multicultural Issues | TEXT: Rous & Hallam. (2007) *Chapter 8* Sitlington, Neubert, & Clark (2010)TEXT: Flexer, et. al. (2013) *Chapter 3* (pp. 46-66) | * View Flipped Class Lecture: Families and Multicultural Issues & Develop Flipped Class Discussion Question (Prior to Class)
 | * Share Flipped Class Discussion Question (1 pt.)
* Global Perspectives -Cultural Awareness and Resource Guide (Begin)
 |
| **5****July 8****Monday**Self-Determination | Wehmeyer, Field, Doren, Jones, & Mason (2004) | * **Quiz 2 on class 3 & 4 (4 pts.)**
* View Flipped Class Lecture - Self-Determination & Develop Flipped Class Discussion Question
 | * Share Flipped Class Discussion Question (1 pt.)
* Global Perspectives -Cultural Awareness and Resource Guide Project **(DUE – 12 pts.)**
 |
| **6****July 10****Wednesday**EBPs | **Work Session– Class will not meet in classroom**[IRIS Module: 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). (resource for final project) | * **Conduct** Family/Student Transition Planning **Interview**
* IRIS EBP Module Questions (2 pts.)
 |
| **7****July 15****Monday**Transition: Early Intervention & Early Childhood Special Education  | Dunlap (2009)Amos (2006) | * **Quiz 3 on class 5 & 6**

**(4 pts.)*** Family/Student with a Disability Transition Planning **Interview Assignment Due (14 pts.)**
* View Flipped Class Lecture: Transition: Early Intervention & Early Childhood Special Education & Develop Flipped Class Discussion Question (Prior to Class)
 | * Share Flipped Class Discussion Question
 |
| **8****July 17****Wednesday**EBPs Early Childhood |  Odom & Wolery (2003)TEXT: Rous & Hallam (2007) *Chapter 7* (pp. 85-112) | * View Flipped Class Lecture: EBPs Early Childhood & Develop Flipped Class Discussion Question (Prior to Class)
 | * Share Flipped Class Discussion Question (1 pt.)
* Transition Planning Assignment Part 1-**Context of Learning** (**DUE – 5 pts.**)
 |
| **9****July 22****Monday**Middle School & Secondary 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 4 on classes 7 & 8 (4 pts.)**
* View Flipped Class Lecture: Middle School and Secondary Transition Develop Flipped Class Discussion Question (Prior to Class)
 | * Share Flipped Class Discussion Question
* **Transition Planning Assignment Part 2-Planning Alignment Table (DUE – 4 pts.)**
 |
| **10****July 24****Wednesday**EBPs Secondary | Test et.al. (2009)  Mazzotti, Rowe, & Test (2013)   | * [View Flipped Class Lecture: NTACT Evidence-Based Practices, Tools, and Resources to Support Academic Engagement for Secondary Students with Disabilities](https://www.transitionta.org/video/1321) Develop Flipped Class Discussion Question (Prior to Class)
* Poster Presentation **DUE (14 pts.)** GRADUATE STUDENTS ONLY
 | * Share Flipped Class Discussion Question (1 pt.)

Transition Planning Assignment Part 3-**Lesson Objectives and Supports** (**DUE – 8 pts.)** |
| **Finals Week****August 2** | **Culturally Responsive Post-Test (1 pt.)****Transition Planning Assignment Part 4 - Planning Commentary (8 pts.)**  **Global Perspectives of Special Education & Transition 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. **Reading Quizzes**

**Quizzes (TOTAL 16 points, 4 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 20-minute time limit to complete the quiz.

1. **Assignments** (All assignments will be submitted to Canvas.)
2. **In-Class Activities (TOTAL 16 points).** You will participate in learning exercises throughout this course. These exercises will be completed individually and/or in groups. Assignments for these exercises 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. For example, you will be asked to develop flipped class discussion questions prior to class and share during class.

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. 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.

**Note:** Some in-class activities are associated with other assignments/projects (e.g., final project). Points for these activities will be awarded within the respective assignment and not as in-class activity points. However, completion of these activities will partially or completely occur in class.

1. **Final Project: Global Perspectives of Special Education and Transition** (TOTAL = 68 points)

\*Indicates individual assignments.

\*\*Indicates partner/group assignments.

We are fortunate to have partners from other universities who will be working with us on this project. This project will prepare you to be culturally responsive as you engage in transition planning for youth and young adults with disabilities. More information about this project will be shared with you including who your university partners outside of Auburn University will be and how you will collaborate with them.

1. **Culturally Responsive Pre-Test**\* (1 point). You will complete the *Multicultural Efficacy Scale* (Guyton & Wesche, 2005) as a pre-test before you begin the Global Perspectives of Special Education and Transition project.
2. **Global Perspectives Workbook: Reading Questions\*\*** (5 points). You will read the selected articles and documents and respond with your partner/group to the questions.
3. **Cultural Self-Awareness Assignment\*** (12 points). 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.). This project dives into your personal cultural history, so you should choose the format that is best representative of you.

*Cultural Awareness Exploration***\*\*.** This is a subpart of your Cultural Self-Awareness Assignment but it will require that you work with your global partner/group members. Contact your partner/group members and share your Cultural-Awareness self-assignment. Compare and contrast the differences and similarities in our cultural backgrounds.

\*Respond to reflection questions about your experience with this assignment.

1. **Cultural Awareness and Resource Guide Project** (12 points)\*\*. You will identify a family who has a child with a disability between the ages of 14-21. You will meet with that student and his or her family to learn about their cultural heritage. You will gather this information by using similar resources and references from your personal cultural awareness representation. Again, this can displayed through a 2-3-page paper OR a visual display (e.g., PowerPoint slide show, poster, video, scrapbook etc.). Then you will develop a transition resource guide that includes a minimum of 5 relevant and accessible resources for transition that might be beneficial for the individual and his or her family.
2. **Family/Student Transition Planning Interview** (14 points)\*\*. You will conduct an informal interview with the individual with a disability and his or her family using the questions listed below including any necessary modifications. Using questions provided, determine what is considered student success in the post-school setting while considering the framework of the family’s cultural values.

 *Transition Planning Exploration***.** This is a subpart of your Transition Planning Assignment. Contact your global partner/peer group members and share your Transition Planning Assignment. Compare and contrast the differences and similarities in your planning approaches and multicultural differences in the families/students you worked with.

\*Respond to reflection questions about your experience with this assignment.

1. **Transition Planning Assignment** (25 points)\*\* You will use the transition planning assignment template to (a) explain the purpose of transition planning, (b) provide a context of learning for the young person, (c) complete a planning alignment table, (d) develop lesson objectives and identify learning supports, and (e) write a planning commentary.
2. **Culturally Responsive Post-Test**\* (1 point). Complete the *Multicultural Efficacy Scale* (Guyton & Wesche, 2005) Post-Test to discover your current state of Cultural Self-Awareness.

**and**

**Reflections on Global Perspectives of Special Education and Transition Project** (4 pts.) 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.

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.** |
| In-class activities | 16 |  | In-class activities | 16 |
| 4- Reading Quizzes (4 pts. each) | 16 |  | 4- Reading Quizzes (4 pts. each) | 14 |
|  |  |  | Poster Presentation/Paper | 15 |
| Final Project (total = 74) |  | Final Project (total = 74) |
| 1. Culturally Responsive Pre-Test\*
 | 1 |  | 1. Culturally Responsive Pre-Test\*
 | 1 |
| 1. Global Perspectives Workbook: Reading Questions
 | 5 |  | (2) Global Perspectives Workbook: Reading Questions  | 5 |
| 1. Cultural Self-Awareness Assignment\*
 | 12 |  | 1. Cultural Self-Awareness Assignment\*
 | 12 |
| 1. Cultural Awareness and Resource Guide Project
 | 12 |  | 1. Cultural Awareness and Resource Guide Project
 | 12 |
| 1. Family/Student Transition Planning Interview
 | 14 |  | 1. Family/Student Transition Planning Interview
 | 14 |
| 1. Transition Planning Assignment
 | 25 |  | 1. Transition Planning Assignment
 | 25 |
| 1. Culturally Responsive Post-Test and Reflection\*
 | 5 |  | 1. Culturally Responsive Post-Test and Reflection\*
 | 5 |
| **Total Points** | **100** |  | **Total Points** | **115** |
| \*Indicates individual assignments within the Global Perspectives for Special Education and Transition ProjectPart 4 of the Transition Planning Assignment is an individual assignment.**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