



REH6500

FUNDAMENTAL SKILLS IN TRANSITION PROCESSES/SERVICES

Syllabus Wednesdays 4:30 – 7:00 PM (MT) 3 credit hours

Instructor: Kathleen (Kat) Marie Oertle,
Associate Professor, PhD, CRC, LVRC-Utah, CVT-retired
Through Canvas Inbox; On-Campus Office: Visit in-person
Utah State University, Logan campus at SCCE 417
Or Zoom Virtual Office
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Table of Contents

Welcome! REH6500 Syllabus	2
Fundamental Skills in Transition Processes/Services (3 credit hours)	2
Contact Information.....	2
Class Office Hours:	2
Important Note for Syllabus Navigation:	2
Canvas	2
Zoom.....	2
Disclaimer.....	2
Resources – Short List.....	3
COURSE DESCRIPTION	4
COURSE REQUIREMENTS	4
Required Books and Readings:.....	4
Learning Activities and Assessments	4
Grading Guidelines & Policies	12
<i>Course Assignments & Grading</i>	12
Grading Scale.....	12
Special Education and Rehabilitation Counseling Department Policies for Grading Guidelines	12
Course Schedule (in Canvas is organized as Weekly Modules)	13
Weekly Assignments to Reflect and Actively Read (it is highly recommended you map the weeks, double check dates, and add the information to your schedule; On Canvas organized by weekly Modules)	14
Appendix.....	23
Course Standards	23
Reference Language	24
Required Skills and Technology:	24
Our Classroom and the Delivery Format	25
For Assistance:	25
Our Learning Community:	26
STUDENT LEARNING OUTCOMES FOR THIS COURSE	27
PROFESSIONAL STANDARDS AND STUDENT LEARNING OUTCOMES	29
The CACREP Standards Aligned with This Course	29
REHABILITATION COUNSELING SPECIFIC STANDARDS	29
GENERAL STANDARDS.....	31
General Rehabilitation Counseling Program Course Policies and Expectations.....	33
Learning Environment	33
Professional Performance Standards	34
Utah State University Campus Policies and Expectations	36
Accommodations for Students with Disabilities	36
Emotional and Mental Wellbeing:	36
Title IX – Sexual Misconduct and Discrimination	37
Reminder - Additional Resources	37
Academic Honesty	37
Notice of Academic Dishonesty	37
A Final Note.....	38



Welcome! REH6500 Syllabus

Fundamental Skills in Transition Processes/Services (3 credit hours)

Contact Information

Instructor: Kathleen (Kat) Marie Oertle, Associate Professor, PhD, CRC, LVRC-Utah, CVT-retired

On-Campus Office: Visit in-person Utah State University, Logan campus at SCCE 417

Or Zoom Virtual Office

Phone: (435) 797-3241

Email: Use Canvas for communications about class

Class Office Hours: available to support you, in-person, by telephone or video conferencing, *on Wednesdays before class from 3:30-4:30 PM (MT)* or make an appointment for another day/time

Course Prefix & Name: REH6500: Fundamental Skills in Transition Processes/Services

Semester/Year: Fall 2024

Welcome!! This is a required course for the [*Transition Education and Services Certificate*](#) and for the *Rehabilitation Counseling Master's program*

- Interested in the Certificate? Please reach out to Ms. Kris Wengreen, Program Coordinator and Advisor kris.wengreen@usu.edu or 435-797-3246 and/or Dr. Kathleen (Kat) Oertle, Program Director, kathleen.oertle@usu.edu or 435-797-3241

Course Location: *online classroom in Zoom, please enter through Canvas*. Classes are taught live unless otherwise noted. Changes will be announced using Canvas announcements, Canvas Inbox, and/or during live classes.

Course Meeting: Wednesdays, 4:30 PM – 7:00 PM (Mountain Time, MT)

Credit Hours: 3

Important Note for Syllabus Navigation: beginning on page 4 for descriptions of activities, assignments, and assessments. Also refer to the course schedule which begins on page 13.

Canvas

For assistance with Canvas, contact CANVAS Support at (877) 399 1958. For tips, and more refer to "[Canvas Orientation for Students](#)" and [search the Canvas Guide](#)

Zoom

- [Activate your student Zoom account](#)
- Zoom technical help IT Service Desk 435-797-4357

Disclaimer

In life, adjustments are necessary. To best achieve the purpose and objectives of the course, your instructor **reserves the right to change** any and all - class meetings, readings, assignments, and the relative importance of the assignments for the final grade. Based on assessments results, the additions and/or changes will be provided with reasonable advanced notice. When these changes are made, the amended syllabus will be uploaded for availability on Canvas.



Resources – Short List

Call 911, for emergency services for trauma or life-threatening situations
Call 988, [National Suicide Prevention Lifeline](#) or 1-800-273-TALK (8255).

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.
- [Sexual Assault and Anti-Violence Information office \(SAAVI\): 435-797-7273](#)

[Utah State University \(USU\)](#)

[USU Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Program Coordinator and Advisor kris.wengreen@usu.edu or 435-797-3246

[Student Academic Support](#) and [Student Wellness](#)

All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support groups. CAPS is located on Logan campus in the Taggart Student Center Room 306 or can be reached by phone at 435-797-1012.

- [Health and Wellness Centers](#)
- Counseling Center - [Counseling and Psychological Services \(CAPS\)](#)
 - Dr. Angela Enno will provide services geared toward the unique needs of CEHS students.
 - Dr. Mike Levin is conducting research on numerous websites and apps to provide mental health support
 - [Students desiring online mental health services can participate in his research](#)
- [Academic Success Center](#)
- [Disability Resource Center](#)
 - Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center (DRC), located in the Taggart Student Center, room 104, phone number 435-797-2444. In coordination with the DRC, reasonable accommodation will be provided for qualified students with disabilities. ***The First Week of Class – To support your success, inform your instructor of your arrangements with the DRC, and discuss any accommodations you would like to use during class, and other related items.***



COURSE DESCRIPTION

Fundamentals breakdown as: Foundations, Essentials, and State-of-the Art Applications. Upon completion of this course, the successful student will have gained (1) *foundational knowledge* of the philosophies, science, models, definitions, and practices in serving transition-age students and youth with disabilities and their families for inclusive and equitable outcomes in employment, education, community, and living; (2) *specialized knowledge* of the role and responsibilities of transition professionals for educating, planning, and service delivery mandated in U.S. transition legislation (e.g., Individuals with Disabilities Education Improvement Act, 2004; Rehabilitation Act as amended in the Workforce Innovation and Opportunity Act, 2014); (3) *access to state-of-the-art information, resources, and applications*; and (4) *experience applying* this information – learning while doing – to develop skills through repeated, reflective, and supportive practice.

COURSE REQUIREMENTS

Your instructor has thoughtfully selected the readings, and has designed the assignments and activities with the primary purpose of preparing you for jobs/careers across the various practice settings in which rehabilitation counselors and/or transition professionals may work. For preparation to participate fully, you are expected to **read all assigned readings and complete the assignments prior** to attending class. As you read, use reflective and active reading which is described in more detail below. Additional strategies may be helpful, you can find tips for studying at the [Academic Success Center](#).

Required Books and Readings:

➤ Required Books

1. “Being Heumann: An Unrepentant Memoir of a Disability Rights Activist” – Heumann with Joiner (2020) (ISBN: 978-0807019290)

➤ Transition Research - Assigned research papers are available on Canvas.

Learning Activities and Assessments

1. **Participation, Contribution, and Communication:** To make the most of our time together, participation in activities for reflective and active learning is necessary – our primary purpose is to learn by doing - in your preparation each week, you are expected to read the assigned readings and to complete the assignments as instructed. For class meetings, you are expected to be on-time and stay for the entire class discussion. For the general rules of engagement, we will follow the field, program, and course expectations (all in this syllabus) to guide our interactions with attention to the overall impact on our learning community. *To contribute during class, we will be using student engagement and classroom assessment techniques (Angelo with Zakrajsek, 2024). You will be learning by doing your self-assessment...learning through your creation, implementation, evaluation, and revisions in your self-assessment (more in assignments; course schedule; and during class). There will be small and large group in-class discussions. Your preparation is needed for full participation as your contribution are needed to support our learning community.



Reminder, please reach out for assistance. Refer to cover page and introduction for some ways to reach out, there you will find the contact information for your instructor and program coordinator. Also, check out the USU and community resources, come to office hours, reach out during class, and/or arrange another time/day...

- a. **Weekly**
 - i. **Reading Activities for Active and Reflective Learning**

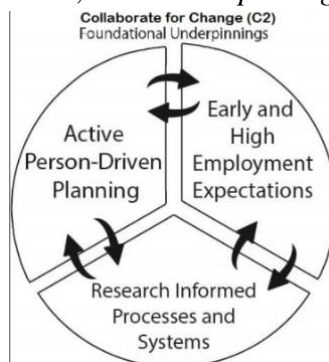
Simply skimming the readings will not work. For engaged learning, by design, *discussions are expected during the time we spend together*. For your preparations, *read each week, identify* the key words, *and write* the definitions and/or descriptions. *Write-out* your responses to the guiding assessment questions as well as the questions you create (refer to course schedule for guiding questions, p. 13; on canvas for additional resources and supports for active and reflective learning strategies).
2. **Self-Assessment Overview** This is your creative project and process. This is your self-assessment for this class and beyond. You are to do this work on your own...meaning your project is to be done independently. You may not provide nor receive assistance outside of the class guidelines, instructor's directions and/or the assignment instructions....**from other person or AI or any other means**. You will receive support and guidance. Ask for assistance too.

Learning about Transition by Doing: Youth and students in transition are required to have plans and so much more, yet aligning the requirements to practices that work has continued to be challenging. We will learn about these requirements and their applications focusing on collaborative activities to overcome challenges. Central underpinnings to collaborate for change are person-driven planning, early and high employment expectations, and research-informed collaborative practices (Oertle, Sax, Cohn-Geltner, & Bobroff, 2023). Moreover, through routine, purposeful reflections, you can increase your ability to pay attention, feel feelings, and be present. With expanded awareness, thinking becomes more flexible so problem-based focus may change to possibilities and solutions. Awareness, thinking, and actions are fluid you may make more informed choices and take more intentional actions. Thinking and actions are points of power that can be used (or not) to achieve aspirations (i.e., outcomes) (refer to Martin, 2005). Combining reflection, goal writing, and practicing are effective methods for professional learning and improving practices (for examples and more Universal Design for Transition, Thoma et al., 2009; Brown, Leonard, & Arthur-Kelly, 2016; Rehabilitation Research and Training Center on Evidence-Based Practices in Vocational Rehabilitation, [RRTC EBP VR Toolkit] 2016).

- a. Purpose



- i. *The purpose is to plan for, experience, and analyze your learning and applications as a result of taking this course and more.*
- ii. Shape your assessment using your professionalism, personality, and job knowledge, considering these essential transition questions:
 - Where am I going to work?
 - How am I going to learn my job and continue to learn?
 - Where am I going to live?
 - How am I going to participate?
- iii. Make your application of the course materials clearly evident in your self-assessments (examples will be shared in class). You are expected to examine your own perceptions regarding transitioning from secondary education to postsecondary living. The context for what is the values, expectations, ethics, roles, and responsibilities outlined in the laws, theories, models, and practices associated with educating and serving transitioning youth and students with disabilities and their families.
- iv. Reflections using guiding questions (e.g., Canvas Final: Self-Assessment)
- v. Process your thinking, attitudes, and behaviors juxtaposed with the essential foundational underpinnings associated with the state-of-the-art, field-validated collaborative processes, education and services that include youth and students with disabilities, their families, and supporters as collaborators. *To be explored throughout the semester, these underpinnings from Oertle et al (2023) are:*



- vi. The intention in having you self-assess is to promote growth in awareness of how your attitudes, behaviors, perceptions can (and should) change – or at least be better informed – as you gain more knowledge and information...not deficit-based, but rather...using of a growth mindset with work toward one's full



potential over a lifetime. This is Person-Person Driven. Learning by Doing.... (all will be read about and discussed in this class)

- vii. Within your assessment, you will *craft your North Star and identify your strengths, preferences, and interests with attention and intention to your growing edges. This is an opportunity to Create, Wonder, and Grow with professionalism, knowledge development, and personality expression in a self-directed reflective application and assessment process.*
- viii. Your self-assessment is your plan for learning in REH6500 and beyond
 - b. Context and Content Expectations
 - i. **In your self-assessment**, document and evaluate your progress using observable (measurable) descriptions and examples demonstrative of your behaviors to participate, contribute, and communicate
 - ii. **Designing, developing and using a Logic Model: plan for, document, monitor, and evaluate** progress in this class. This includes how you assess, prepare, and connect to participate, contribute, and connect during this class and beyond.
 - iii. **For each self-assessment**, you are expected to use and then include the forms and other materials shared in this class. You are not limited to these forms or information as you can add more including your internship goals/objectives, and work performance goals/objectives and so on.
 - As this is a creative project, there is no template yet there are forms for planning and guides for building your logic model... You will create the format for showcasing your self-assessment, applications, and the results within the guidelines for this assignment. You may modify forms as you like as long as you include all the information.
 - Examples and support will be provided during classes too
 - Use the guiding questions for reflections
 - Ask for assistance, come to office hours, and/or arrange a time to talk

Visit our Canvas class website for the full descriptions.

In summary, you are to complete, upload, and submit a total of *three completed* self-assessments on Canvas on the due dates with your work/forms/proof/evidence. You are expected to provide supporting evidence with all three self-assessments. Evidence is expected in all self-assessments to support your activities, plan, and/or claims. Your final self-assessment, your supporting evidence is expected to be cumulative and comprehensive. It is worth 35 points of the final assessment 110 points. You will find the assignments instructions on Canvas and materials in our readings and on Canvas. We will read about and discuss all of this and much more in classes.



To learn about transition by doing...the Main Products for your self-assessments with supporting evidence...you will create and use (1) Graphic Organizer with Identified Strengths and Growing Edges; Defined/Described terms; (2) Written major goals and learning objectives; and (3) Aligned Logic Model with working components – inputs/resources, activities, outputs/evidence, outcomes/achieved, and impacts/changes

Brief descriptions follow:

1. Pre: Self-Assessment (75 points total) – Due Week 6 – by Midnight

- i. **Create Your North Star with Strengths and Growing Edges** – Define your terms with brief descriptions of what you mean, align your dreams and begin to backward plan include your “Interest Inventory” (form found in assignments), your thoughts about the underpinnings, and the essential transition questions (p.6). *Assign the letter grade you are planning on achieving.*
- ii. **Develop your goal(s), objectives, and plan** using a logic model (Kellogg) or PATH plan and the “Advocating for Adaptations Phases 1 and 2”; “Applying SDLMI”; and “Brainstorming Activity” (forms found in assignments on Canvas; also reference Kellogg Foundation and examples shared in classes). **Considering yourself as a collaborator with understanding of and comfort with C2 foundational underpinnings (refer to page 6) and the essential transition questions:** Where am I going to work? How am I going to learn my job and continue to learn? Where am I going to live? How am I going to participate?
- iii. ****Draft your goal(s) (in SMART(ER) Format) aligned with objectives and letter grade** (“Student’s Future Form” and “Goal Planning Form” (forms found in assignments on Canvas)
- iv. ****Identify your three learning objectives for reaching your goal(s) aligned with your logic model.** *Hint:* Use the course information in this syllabus on pages 4-8; page 23 and after to construct your goal(s), learning objectives, and your planned work and the intended results (i.e., components of your logic model).

2. Mid: Self-Assessment – (75 points total; Due Week 12 – 11:59 pm (MT) – include the same items as above, but revised, and add to your “Advocating for Adaptations - Phase III” (form found in assignments on Canvas).

Reevaluate your planned letter grade by reflecting upon your progress and **revising** your objectives, goals, and logic model plan. Base your assessment on:

- ❖ the evidence of your progress and needed changes;
- ❖ using the feedback, you received
- ❖ applying the observable/measurable data/information you are collecting; and



- ❖ using *professionalism, knowledge development, and personality* **complete the “Brainstorming Activity”** (form found in assignments on Canvas).
 - ❖ *Review* the overview with the purpose and expectations for this creative process and project. *Review* the feedback and your observable data. *Reimagine* your strengths and growing edges. *Then*, evaluate, revise (i.e., goal(s), objectives, and plan), include reflection, evidence, scores, and submit.
3. **Final: Self-Assessment** (75 points + 35 points for final supporting evidence and reflections = 110 Total points) – **Due Week 16** on Wednesday by 11:59pm (MT), there is no class meeting - *same as above*, and you are expected to summarize where progress was made, the challenges faced, and actions taken and the results...using this evidence, you are expected to award yourself a final letter grade for the class. **Reminder**, make sure to include your final evidence of your work in this class (documentation of participation, contributions, and communications, doing the learning activities, comments on your progress and learning, applications, and next steps and so on)
- i. **Observable evidence of your preparation and participation (35 pts)** (e.g., Reflections and active reading notes, class notes, journaling, generalizations to/from other classes, managing resources such as time and wellbeing, applying to your work, using at home, using to seek employment, engaging family, teaching others, continuing education, other applications, [doodling - check this example out](#), and so on....)
 - ii. **Reflections – Required to respond to:**
 - **What have you learned about yourself?**
 - **How might this influence you as a rehabilitation counselor and professional?** *Tip:* consider the underpinnings, essential transition questions, and the professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification applied to the transition-age population ([CRCC, 2023](#))
 - **In what ways do you think you might apply the standards and expectations of the field of rehabilitation counseling, USU MRC program, and REH6500 in your current or future work as a rehabilitation counseling and/or transition professional?** (*Describe how and share some observable examples for a minimum of one from the list below you want to highlight*). *Tip:* consider what you learned and read about transition and Judy Heumann, the progress you made with your strengths and growing edges, SMART(ER), Learning Objectives, and Logic Model/PATH Plan:
 1. Openness to new ideas
 2. Flexibility



3. Cooperativeness with others
 4. Willingness to accept and use feedback
 5. Awareness of own impact on others
 6. Ability to deal with conflict
 7. Ability to accept personal responsibility
 8. Ability to express feelings effectively and appropriately
 9. Attention to ethical and legal considerations
 10. Initiative and motivation
 11. Awareness of and attention to the unique cultural and societal issues related to disability
- **How do the professional dispositions set by the USU rehabilitation counseling program apply to rehabilitation counseling and transition?** (*Select one from the list below, describe, and provide evidence for the professional dispositions you want to highlight*) *Tip: consider transition, class contributions, progress with strengths and growing edges, SMART(ER), Learning Objectives, and Logic Model/PATH Plan:*
 - ◆ Self-awareness, including humility, self-reflection, and understanding of place in history
 - ◆ Integrity, including personal responsibility, maturity, honesty, courage, and congruence
 - ◆ Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
 - ◆ Openness to idea, learning, change, giving and receiving feedback, others, and self-development
 - ◆ Respect to self and others, including honoring diversity, self-care, and wellness

Additional Guiding Questions for your Reflection:

In your reflections, you are *expected to select a minimum of three of the following questions*. You are not expected to answer all of these questions. However, you should first consider the questions, and then, *decide which three you may wish to emphasize*.

1. If you were asked to describe transition now, how would your description be different, or similar to what you thought before taking this course? Why?
2. How have your perceptions changed (or not changed) about who “youth” and “students” with disabilities in transition are?
3. What does it mean to have “universal”, “integrated” and/or “inclusive” transition outcomes based on what you have learned?
4. How have your opinions changed (or remained the same) about the roles and responsibilities of rehabilitation counselors/professionals in facilitating the transition outcomes?



5. What aspects of transition have surprised you, or interested you, the most? Why?
6. Do you feel that you have a more thorough, or different, understanding of the way transition “works”? How so? Why or why not?
7. Why care about transition?
8. Why is it important to understand the individual within their family and community?
9. How have your thoughts and perceptions changed (or not changed) regarding ethical and legal decision-making in serving the transition-age population?
10. How have your thoughts and perceptions changed (or not changed) about transition outcomes?

In each assessment, use plenty of examples of how you met your learning goals and objectives and used your logic model to guide your successes and to address the challenges. These examples should be relevant to the expectations such as a) class attendance with engagement, b) preparation for class, c) participation and contributions in discussions, d) applications, and e) interactions (e.g. empathy; anti-bullying behaviors) with others in and out of class; respectful and nonthreatening communications with your instructor and others. More examples and nonexamples are on Canvas in resources, in readings, course materials, and will be shared in class. If you need more, please ask.

- **Observable evidence must be included** to support your self-assessments *this could include, but is not limited to*, notes from your active reflective writing for your reading, examples of observable engagement; applications in your transition work (make sure not identifiable information so change names unless you have pre-approval to share)...if you need help with examples, please ask for assistance. ...make sure to use examples about you as this is your self-assessment so the focus is on you, your goals, objectives, plans, and progress.
- You score your work based on your self-assessment of align with expectations and evidence. Assessments submitted without evidence and/or misaligned evidence will be reassessed by the instructor. This may lead to changes in points on assignment or final grade (increased or decreased) as needed and an invitation for a meeting with your instructor to discuss the changes.
- During class meetings, there will be opportunities for further discussion, to ask questions, and individual conferences with your instructor
- Office hours are held before class. You are welcome to use this time for questions and to gain assistance too.

In your Mid and Final self-assessments to be sure to do comparisons. In your comparisons make sure to spotlight your progress, provide evidence of growth, and describe changes. For instance, for your Mid-self-assessment use your Pre-self-assessment in your comparisons; For your Final assessment, use both your Pre: and Mid: self-assessments in your comparisons to describe, document, and indicate progress from the beginning to the end of the class. Include evidence.

For more details, read the instructions, and ask questions in class and instructor office hours.

All student work submitted to fulfill the requirements of this course should be considered the property of USU and the Special Education and Rehabilitation Counseling department. As such this work may be retained, displayed publicly, and/or presented as exemplary and non-exemplary



examples. Class and teaching experiences may be shared as stories of exemplary and non-exemplary examples. Retention, display of student work, and storytelling are by design used to promote learning, demonstrate accomplishment, and evaluate quality over time. In addition, specifically named students have given their approval to showcase their work. Thank you!

Grading Guidelines & Policies

Course Assignments & Grading

Assignments	Points	Total Points
		260
Pre-Self-Assessment		75
SMART(ER) Goal	25 pts	
Learning Objectives	25 pts	
Logic Model Plan	25 pts	
Mid-Self-Assessment		75
SMART(ER) Goal	25 pts	
Learning Objectives	25 pts	
Logic Model Plan	25 pts	
Final-Self-Assessment		110
SMART(ER) Goal	25 pts	
Learning Objectives	25 pts	
Logic Model Plan	25 pts	
Reflections & Evidence	35 pts	

Grading Scale

Total Points = 260

Percentage	Letter Grade	Max	Min
0.94	A	260	244
0.90	A-	243	234
0.87	B+	233	226
0.84	B	226	218
0.80	B-	217	208
0.77	C+	207	200
0.74	C	199	192

Special Education and Rehabilitation Counseling Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program per USU Graduate School Policy (this is a letter grade of "C").



Course Schedule (in Canvas is organized as Weekly Modules)

Mapping the course schedule to your calendar is *highly recommended* so you can keep track of the dates that correspond to each week, and you can plan for and do what is expected. **Actively read before** you come to class as in-class discussions are designed with this expectation. **Prepare for class by identifying the key words and writing definitions as well as reflecting upon, and then writing** your responses to **the following **guiding assessment questions** (modified from Angelo with Zakrajsek, 2024).

In your own words, keeping track of the sources/references, write your responses:

1. List and give two to three examples of the main points you learned
2. Write your reflections about these main points and how this information could be applied.
3. Write two to three questions that you need to answer in order to continue learning.
4. What did you do that helped you learn in this situation? Give two to three examples
5. In the future, what could you do differently to increase/improve your learning? Give two to three examples.
6. Your additions....

The focus of this course is on the fundamentals in the transition processes –

using field-validated competencies for the context of what (what) to do collaboratively: *assess, prepare, and connect* in transition education and services with the mechanism for how (how) to collaborate: *participate, contribute, and communicate* in collaborative transition planning for inclusive results especially for competitive integrated employment outcomes.

As you read and write reflectively, use your professionalism, personality, and job knowledge as you are applying what you are learning. **It is essential here is to reflect....** considering how your thinking, feeling, and activities align/does not align **with the underpinnings that are person-driven process, early and high expectations for employment, and research-informed collaborative practices.** Furthermore, **using the What and How to address the **essential transition questions:**

- Where I am going to work?
- How I am going to learn my job and continue to learn?
- Where I am going to live?
- How am I going to participate?

Exploring applications in transition, ****guided by the above essential questions, we will be using classroom assessment techniques for class discussions** (Angelo with Zakrajsek, 2024). Also,



there will be questions generated from the weekly readings, tools, and course materials. In class, you will work independently, with your instructor, and in large and small group discussions.

You are expected to be prepared to participate in the activities and discussions Reminder: Your instructor has thoughtfully selected the readings, and has designed the assignments and activities with the primary purpose of preparing you for jobs/careers across the various practice settings in which rehabilitation counselors may work.

The fundamentals breakdown as: Foundations, Essentials, and State-of-the Art Applications.

Weekly Assignments to Reflect and Actively Read (it is highly recommended you map the weeks, double check dates, and add the information to your schedule; On Canvas organized by weekly Modules)

1. **Introducing the Course** - First Class Meeting – Discuss Expectations and Create Our Plan to Support our Learning Community
 - a. *Required Reading:* Syllabus and Canvas materials for Overview, Expectations
 - b. *To Do:* Prepare for Q and A

Setting the Stage to be in a position to learn to determine for yourself what you need to be successful in this course and beyond. Supporting others to do the same.

2. **Foundations: Dreaming a Little Dream...creating** North Star, Objectives & Goals, Planning, Supportive Relationships, and Experiences

Meet Judy Heumann

To Actively Read:

- a. Heumannizing Transition: Note, Prologue, and Chapter 1 in Heumann with Joiner (2020)
- b. Research Paper: (located on Canvas)
 1. Johnson (2002) Transition History
 2. Brown, G., Leonard, C., & Arthur-Kelly, M. (2016). Writing SMARTER goals for professional learning and improving classroom practices. *Reflective Practice, 17*, 621-635, doi:10.108-/14623943.2016.1187120

To Apply: Additional tools for use in your goal writing and planning. Located on Canvas:

- Kellogg Foundation – Logic Modeling (2005) – Backward planning and using logic models
- Transition GOALS and OBJECTIVES
- SMART Transition Planning
- SMART Goals
- Writing SMART Goals
- Postsecondary Goals – Next Steps NH (nextsteps-nh.org)

3. **Foundations: Legislation and Regulations** – Models and Application in Transition Planning and Preparation **(No Zoom Class Meeting)**

To Actively Read:

- a. Heumannizing Transition: None



b. Research Paper:

- i. Kohler, P. D., Gothberg, J. E., Fowler, C., & Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs. Western Michigan University.
- ii. Plotner, A. J., Trach, J. S., & Strauser, D. R. (2012). Vocational rehabilitation counselors' identified transition competencies: Perceived importance, frequency, and preparedness. *Rehabilitation Counseling Bulletin*, 55(3), 135–143. doi: 10.1177/0034355211427950
- iii. Oertle, K. M. (2023). Interdisciplinary foci on the transition of youth and students with disabilities. [*Special Issue*] *Journal of Rehabilitation*, 89(3), 4–5.

To Apply: Additional tools for use in your goal writing, planning, and evaluating. Located on Canvas:

- Guideposts for Success 2005 and
- Guideposts for Success 2.0, 2019
 - a. Lesson Plans
- Increasing Postsecondary Opportunities and Success – 9.17.2019
- A transition guide to postsecondary education and employment for students and youth with disabilities, Washington, D.C., 2020
 1. Letter of Introduction, 2020
 2. Key Points in Transition Process
 3. Initially Issued 2017:
 - a. Swenson, S., LaBreck, J. L., & Ryder, R. E. (2017). A transition guide to postsecondary education and employment for students and youth with disabilities. Office of Special Education and Rehabilitative Services (OSERS). United States Department of Education (DOE). Retrieved from www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf
- Rehabilitation Services Administration (2016). Regulations implementing the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act, Regional Training Series.
- 504 Rule Change (2024)

4. Introducing the Essentials – Foundational Underpinnings (Using Active Person-Driven Planning, Early and High Employment Expectations, and Research-Informed Collaborative Activities) – Building and Maintaining Collaborative Relationships: The Mechanism for How (HOW)

Being Agents of Change



To Actively Read:

- a. Heumannizing Transition: Chapter 2 Heumann with Joiner (2020)
- b. Research Paper:
 1. Oertle, K. M., Sax, C. L., Cohn-Geltner, H., & Bobroff, S. (2023). Developing essential transition-specific collaboration competencies to collaborate for change. *[Special Issue] Journal of Rehabilitation*, 89(3), 18–29.
 2. Oertle, K. M., & Trach, J. S. (2007). Interagency collaboration: The importance of rehabilitation professionals' involvement in transition. *Journal of Rehabilitation*, 73(3), 36–44.
 3. Stevenson, B. S., & Fowler, C. H. (2015). Collaborative assessments for employment planning: Transition assessment and the discovery process. *Career Development and Transition for Exceptional Individuals*, online first, 1-6. doi: 10.1177/2165143415619151

To be Discussed In-Class: Oertle, Sax, Cohen-Geltner, & Bobroff, (2023) Collaborate for Change (C2) - Transition Collaboration Model

Overlay: Rehabilitation Counseling Process, Legal and Ethical Decision-Making Model and Collaborate for Change

To Apply: Additional tools for use in your formal collaborating. Located on Canvas:

- Introduction to Formal Interagency Agreements
- WINTAC – NTACTION Interagency Agreement Toolkit Guide
- CIRCLES Handbook
- State Example Template

5. State-of-the-Art Context for Collaborative Application: The Competencies of the

Context for What – ASSESS – learning from youth and students, parents, family, support team, and more, community, and businesses – *Becoming a Knowledge Broker*

- Aligning strengths, interests, preferences, needs, building and maintaining relationships, understanding match and fit –

To Actively Read:

- a. Heumannizing Transition: No reading – Heumann with Joiner (2020)
- b. Research Paper:
 - i. Sax, C. L. (2019), Transition 2019: Wise practices keep getting better, [*Journal of Forensic Vocational Analysis, Special Issue: Transition, 19\(1\)*](#), 9-10.

To Apply: Additional tools for person-driven collaborative assessment transition processes. Located on Canvas:

- National Technical Assistance Center on Transition (2016). *Age Appropriate Transition Assessment Toolkit Fourth Edition*. University of North Carolina at



Charlotte. Original by NSTTAC and A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L. Bethune. Update by C. H. Fowler & M. Terrell.

- Visit [Take Charge](http://interwork.sdsu.edu/sp/takecharge/) or <http://interwork.sdsu.edu/sp/takecharge/>

6. State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What - Prepare - for developing goals, having work experiences, learning determination and advocacy skills, and planning for post-secondary learning and Introducing Pre-Employment Transition Services

a. *Assignment - Due by Midnight - Submit Your Pre: Self-Assessment

To Actively Read:

- a. Heumannizing Transition: Chapter 4 Heumann with Joiner (2020)
- b. Research Paper:
 1. Plotner, A. J., & Oertle, K. M. (2011). Employment support facilitator (job coach) Chapter 23. In *Collaboration: A Multidisciplinary Approach to Educating Students with Disabilities* (1st ed., Vol. 1, pp. 339–351). Waco, Texas: Prufrock Press Inc.
 2. Riesen, T., & Oertle, K. M. (2019). Developing paid and unpaid work-based learning experiences for transition-age students with intellectual and development disabilities: An exploratory study of employers' perspectives. *Journal of Rehabilitation*, 85(2), 27-36.

To Apply: Additional tools for supporting determination, asset-based experiences, matching intensity of supports, and opportunities for learning. Located on Canvas:

- Best Practices in Self-Determined Career Development Model – Wehmeyer, 2003
- Reference Support Plan example from Ecological Assessment Handouts (for more refer to Resources page on Canvas too) – Use to learn from environment (people, places, and preferences) in context of supports and intensity of supports needed) compliments Asset-Based Assessment
- Top Ten Tips for Engaging Young People
- University of Montana's Rural Institute on Disabilities - A wealth of resources including a manual and example forms.

7. State-of-the-Art Context for Collaborative Application: The Competencies of the Context for What - ASSESS (continued) –learning from youth and students, parents, family, support team, and more, community, and businesses – *Becoming a Knowledge Broker*
- Aligning strengths, interests, preferences, needs, building and maintaining relationships, understanding match and fit -

To Actively Read:

- c. Textbook Reading:
 - b. Heumannizing Transition: Chapter 3 Heumann with Joiner (2020)



d. Research Paper:

- ii. Condon, E., & Callahan, M. (2008). Individualized career planning for students with significant support needs utilizing the Discovery and Vocational Profile process, cross-agency collaborative funding and Social Security Work Incentives. *Journal of Vocational Rehabilitation, 28*, 85–96.

To Apply: Additional tools for collaborative transition assessment processes. Located on Canvas:

- Re-Visit [Take Charge](http://interwork.sdsu.edu/sp/takecharge/) or <http://interwork.sdsu.edu/sp/takecharge/>
- Stevenson, B. S., & Fowler, C. H. (2015). Collaborative assessments for employment planning: Transition assessment and the discovery process. *Career Development and Transition for Exceptional Individuals*, online first, 1-6. doi: 10.1177/2165143415619151
- Oertle, K. M., & O’Leary, S. (2017). The importance of career development in constructing vocational rehabilitation transition policies and practices. *Journal of Vocational Rehabilitation, 46*(3), 407–423. doi: 10.3233/JVR-170877
- Carlson, S. R. (2021), Pre-Employment Transition Services: What Secondary Special Education Teachers Need to Know. *Intervention in School and Clinic 00*(0), 1-5. doi: 10.1177/10534512211032631

8. **No Class Meeting in Zoom: State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What - Prepare (continued) –**

To Actively Read:

- b. Heumannizing Transition: Chapters 5 and 6 Heumann with Joiner (2020)
- c. Research Paper Posted:

1. Smith, F. G., Leconte, P., & Vitelli, E. (2012). The VECAP position paper on universal design for learning for career assessment and vocational evaluation. *Vocational Evaluation and Career Assessment Journal, 8*(1), 13-26.

To Apply: tools for supporting determination, asset-based experiences, matching intensity of supports, and opportunities for learning. EXAMPLES IN ACTION. Located on Canvas:

- Visit [Self-Determined Action Framework](#)
- Re-Visit [Take Charge](http://interwork.sdsu.edu/sp/takecharge/) or <http://interwork.sdsu.edu/sp/takecharge/>
- Least Restrictive Approaches to Supporting Individuals as Decision Makers
- Thoma – Tips for Supporting Self-Determination
- Example – Allison Exit Meeting

9. **State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What - Prepare (continued) -** for developing goals, having work experiences, learning determination and advocacy skills, and planning for post-secondary learning

Supporting Life-Long Learning

To Actively Read:



- a. Heumannizing Transition: Chapter 7 Heumann with Joiner (2020)
- b. Research Paper:
 1. Guillermo, M., Tucker, M., & Corona, V. (2023). Contributing factors to postsecondary education enrollment for students with disabilities [Special issue]. *Journal of Rehabilitation*, 89(3), 42-57.
 2. Fleming, A. R., Oertle, K. M., & Plotner, A. J. (2019), Increasing rehabilitation counselor's support for college students in academic, social, and career integration, *Journal of Forensic Vocational Analysis, Special Issue: Transition*, 19(1), 35-44.

To Apply: Additional tools for postsecondary education/life-long learning found on Canvas:

- Hart, D., Zimbrich, K., & Ghiloni, C. (2001). Interagency partnerships and funding: Individual supports for youth with significant disabilities as they move into postsecondary education and employment options. *Journal of Vocational Rehabilitation*, 16, 145–154.
- Lindsay, S., Duncanson, M., Niles-Campbell, N., McDougall, C., Diederichs, S., & Menna-Dack, D. (2018). Applying an ecological framework to understand transition pathways to post-secondary education for youth with physical disabilities. *Disability and Rehabilitation*, 40(3), 277–286. doi: 10.1080/09638288.2016.1250171

10. **State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What - CONNECT** – Conducting outreach, attending transition planning meetings to improve employment outcomes, and having transition-specific funding and staffing **Happy Halloween!**

To Actively Read:

- a. Heumannizing Transition: Chapter 8 Heumann with Joiner (2020)
- b. Research Paper:
 1. Pleet-Odle, A., Aspel, N., Leuchovius, D., Roy, S., Hawkins, C., Jennings, D., ... Test, D. W. (2016). Promoting high expectations for postschool success by family members: A “to-do” list for professionals. *Career Development and Transition for Exceptional Individuals*, 39(4), 249–255. doi.org: 10.1177/2165143416665574
 2. Examples of Ways to Share Transition Services Information
Spread-the-Word_-Pre-Employment-Transition-Services
Transition-Compendium.pdf
Utah Parent Center Handbooks
Transition-Parent-Handbook-Final-07.2019

To Apply: Additional tools for working with parents, families, and support team members as collaborators. Located on Canvas:

- Fast Facts Career-Related Skills at Home
- Example IEP
- VR and Families
- Communicating with Parents and Families



11. **No Class Meeting in Zoom: Reminder: Work on your Mid: Self-Assessment due next week.**

State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What – CONNECT - Conducting outreach, attending transition planning meetings to improve employment outcomes, and having transition-specific funding and staffing

- *Building Social Capital with Mentoring and Support* –
- *Developing Working Relationships and Employer Engagement* –

To Actively Read:

- a. Heumannizing Transition: Chapters 9 and 10 Heumann with Joiner (2020)
- b. Research Paper:
 - i. Gregg, N., Galyardt, A., Wolfe, G., Moon, N., & Todd, R. (2016). Virtual mentoring and persistence in STEM for students with disabilities. *Career Development and Transition for Exceptional Individuals*, 1–10.
<https://doi.org/10.1177/2165143416651717>

To Apply: Additional tools for collaborating on transition to employment and healthy working. Located on Canvas:

- EQ
 - a. Self-awareness and self-management
 - b. Social-awareness and relationships
- Signs of Workplace Bullying
- McKnight-Lizotte, M., Levine, A., & Lund, E. M. (2019). The conceptualization of a framework for social skills development in transition-age students with disabilities, *Journal of Forensic Vocational Analysis, Special Issue: Transition, 19(1)*, 45-54.

12. **State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What – CONNECT** - Conducting outreach, attending transition planning meetings to improve employment outcomes, and having transition-specific funding and staffing –

- *Ethical and Legal Considerations in Transition Services:*
- *To Actively Read:*

1. CRCC Code 2023
2. Research Papers
 1. McCall, C., & Oertle, K. M. (2023). The Transition Engineering Collaborative (TEC): Promoting people with disabilities in engineering through interdisciplinary transition and education [Special issue]. *Journal of Rehabilitation, 89(3)*, 30-41.
 2. Oertle, K. M., & Riesen, T. (2019). Responsibility to Inform: Rehabilitation counselors, students with disabilities, alternatives to guardianship, and self-advocacy instruction. *The Journal of Forensic Vocational Analysis, 19(1, Special Issue: Transition)*, 55–68.



a) ****Assignment - Due by Midnight - Submit Your Mid: Self-Assessment****

13. **State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What – CONNECT** - Conducting outreach, attending transition planning meetings to improve employment outcomes, and having transition-specific funding and staffing

- *Community Membership and Living* -

Watch Crip Camp

To Actively Read:

- b. Heumannizing Transition: Chapter 11 Heumann with Joiner (2020)
- c. Research Paper:
 1. Plotner, A. J., Oertle, K. M., Reed, G. J., Tissot, K., & Kumpiene, G. (2017). Centers for Independent Living and their involvement with transition-age youth with disabilities. *Journal of Vocational Rehabilitation, 46*(1), 39–48. doi: 10.3233/JVR-160841
 2. Aguiard, K., & Wang, W. (2023). "Trying something new comes with so much anxiety": Outreach, engagement, and program recommendations from transition-age, out-of-school youth with disabilities from minority backgrounds [Special issue]. *Journal of Rehabilitation, 89*(3), 6-17.

To Apply: Additional tools for collaborating for living. Located on Canvas:

- Increasing Independent Living Skills for Employment Success
- ACL – ILA Youth Service FAQ – 2017
- PASFACTSVol2
- Fast Facts CLD transition - Center on Transition 2020

14. **No Class - Happy Thanksgiving**

15. **State-of-the-Art Context for Collaborative Application: The Competencies of The Context for What – CONNECT** - Wrapping Up and Putting It All Together “Work is Good” (p. xxi, Luecking, 2020)!

Watch Dignity of Risk, Monkey Illusion, Burt and Ernie, and Take Charge

To Actively Read:

- a. Heumannizing Transition: Chapter 12 Heumann with Joiner (2020)
- b. Research Paper:
 1. Yoho, L. M., Oertle, K. M., Osmani, K., VanderPyl, T., & Hawley, C. E. (2023). Fostering growth in muddy waters: Leading Opportunities for Transition Under Supervision for the employment of youth with disabilities. [Special Issue] *Journal of Rehabilitation, 89*(3), 68–76.
 2. VanderPyl & Yoho (2019), Band-aids for barriers: Key transition policies as experienced by incarcerated youth, [*Journal of Forensic Vocational Analysis, Special Issue: Transition, 19*\(1\)](#), 11-23.



3. Shaw, L. A., Saleh, M. C., Osmani, K. J., & Jackson, K. (2023). A national study of state-level interagency collaboration among youth serving systems [Special issue]. *Journal of Rehabilitation*, 89(3), 58-67.

To Apply: Additional tools for continued improvement. Located on Canvas:

- Hagner, D. (n.d.). Employment for individuals with significant disabilities and supported employment: Five evidence-based practices.
- Plotner, A. J., & Oertle, K. M. (2011). Employment support facilitator (job coach) Chapter 23. In *Collaboration: A Multidisciplinary Approach to Educating Students with Disabilities* (1st ed., Vol. 1, pp. 339–351). Waco, Texas: Prufrock Press Inc. (introduced in Week 7 - this is a reminder).
- Rutkowski, S., Daston, M., Van Kuiken, D., & Riehle, E. (2006). Project SEARCH: A demand-side model of high school transition. *Journal of Vocational Rehabilitation*, 25(2), 85–96.
- Providing Quality Career Development within Youth Development & Leadership Programs (2017)
- Guideposts for Success 2005 and Guideposts for Success 2.0, 2019 (introduced in Week 3 – this is a reminder)
- Butterworth, J., Gandolfo, C., Revell, W. G., & Inge, K. J. (2007). *Community rehabilitation programs and organizational change: A mentor guide to increase customized employment outcomes* (No. 1-1–2007; Technical Training and Assistance for Providers, p. 165). Institute for Community inclusion, University of Massachusetts Boston, Virginia Commonwealth University.
http://digitalcommons.ilr.cornell.edu/gladnetcollect/359/?utm_source=digitalcommons.ilr.cornell.edu%2Fgladnetcollect%2F359&utm_medium=PDF&utm_campaign=PDFCoverPages

16. Finals Week – No Zoom Class Meeting

- ❖ **Assignment Due by 11:59 PM (MT) - Submit Your Final – Self-Assessment** with description of progress, growth, plans for overcoming, revisions, course completion proof, completed forms, and documented evidence.



Appendix

Course Standards

In meeting the academic and performance standards set forth in the USU Rehabilitation Counseling Education Program, students are expected to conduct themselves in an ethical, responsible, and professional manner at all times including in our classrooms. In all interactions, you are expected to be professional with empathy for self and other; participate whether you agree and/or disagree using nonthreatening and anti-bully behavior. The expectation of professionalism includes in all communications no matter the form (this includes writing in Canvas Inbox and on assignments).

“Be Kinder Than Necessary”

Aligned with the [CRCC Code of Professional Ethics for Rehabilitation Counselors](#), participants in this course are expected to function with a “fundamental spirit of caring and respect” and act under the guidelines of the six principles of ethical behavior:

- **Autonomy:** To respect the rights of individuals to be self-governing within their social and cultural framework.
 - Observable example applied to this class:
 - Using probing questions to understand underlying interests during discussions to respect diversity and different ways of knowing
- **Beneficence:** To do good to others; to promote well-being.
 - Observable example applied to this class:
 - Adhering to the program standards and class expectations to contribute to our learning community in support of achieving the learning objectives and outcomes limiting and eliminated distractions including but not limited to family and pets that are not members of the class; acting with empathy actively nonthreatening and anti-bullying.
- **Fidelity:** To be faithful; to keep promises and honor the trust placed in you.
 - Observable example applied to this class:
 - Aligning your actions with expectations, completing assignments as instructed, and using assistance/resources when needed.
- **Justice:** To be fair in the treatment of all.
 - Observable example applied to this class:
 - Coming prepared to class so your contributions are equitable and equivalent to your classmates’ contributions.
- **Nonmaleficence:** To do no harm to others.
 - Observable example applied to this class:



- Using active and open listening skills to promote safety, awareness, and steadiness during discussions rather than prejudging others. Never threatening or causing intentional harm verbally nor in writing to anyone
- Veracity: To be honest.
 - Observable example applied to this class:
 - Presenting your own original work with proper credit given to sources through use of citations and references; Completing the self-assessment independently as a creative assignment as your own work it is unique to you, done by you on your own per instructions; you did not use AI and it does not look like anyone else's.

Reference Language

There has been much past debate and disagreement in rehabilitation as to how to address a person with a disability when reference to such is necessary. Currently the accepted practice in rehabilitation, which emphasizes the person *as a person first and foremost*, appropriately is called "[Person-First Language](#)." *Use person/people first language except when the person's preference is to refer to disability first.* More guidelines are below, and available on our class resources page.

- If the disability isn't germane to the story or conversation, don't mention it.
- Use the person's name rather than referencing their disability when mentioning them
- Remember, a person who has a disability isn't necessarily chronically sick or unhealthy.
- When speaking about people with disabilities, portray them as they are in real life: as parents, employees, students, friends, community members, etc....
- Ask people their preferences. Disability first language may be preferred.
- Use adjectives that describe people, places, and things without stereotyping such as saying "crazy"; some to try, 'amazing', 'surprising', 'unexpected', 'wild', 'laughable', 'ridiculous', or 'outrageous'. For more information, and additional words, see,
 - Klabusich (2016) "[Replace 'Crazy' with the Adjective You Actually Mean](#)"; and
 - "[Stop Saying Crazy](#)" by To Write Love on Her Arms.

Required Skills and Technology:

You are required to come to class with the skills to operate their own equipment as no class time will be available for this activity. All students are required to have functioning equipment including software. Having the skills to operate your equipment and having functioning equipment are critical for participation and success. *Simply, your basic responsibilities are to have working*



equipment along with the proper software, and knowing how to operate both. Do not plan on attending class through your cell phone or iPad (or similar modes).

Our Classroom and the Delivery Format

Successful completion of this course requires being present and participating according to expectations. Only registered/enrolled students are to be in this class without prior approval of the instructor. The link to Zoom is located at “my Canvas course”. We will all be using Zoom for class meetings no matter if attending on-campus or at-a-distance. To communicate during the live class, unless otherwise instructed use the “raise your hand” function and your microphone. You will turn your video camera on and off as instructed. If needed, your camera and/or microphone will be turned off for you and/or your Zoom class session may be ended. However, you are welcome to turn your microphone and/or camera off as needed to support our learning community, professionalism, privacy, and/or minimize distractions. As need arises, you are welcome to reach out, follow up, and communicate via phone and/or the Canvas Inbox. *You should expect check-ins with you too by phone and/or Canvas Inbox.*

- [Activate your student Zoom account](#)
- Zoom technical help IT Service Desk 435-797-4357

For Assistance:

- Check out, the Utah State University [Student Technology Resources](#) for minimum computer specs and many, many more resources
- If you need assistance with the technology or you are having problems during class (e.g., mic, sound, picture, etc.),
 - contact the [IT Service Desk](#) at 877-878-8325 (toll free) or 435-797-4357 (797-help) or servicedesk@usu.edu or
 - [Resources for Zoom](#).

Do not wait to call for help! Seek help when the problem is happening.

- *When you seek for help via the IT Service Desk you will receive an incident report that documents the problem and what was done to resolve it. Save the incident report. We may ask for the report.*
- If you call for assistance, but the problem remains, you are expected to contact your instructor. Do not wait until the next class.
- Read and use the “[Canvas Orientation for Students](#)” and [search the Canvas Guide](#) to learn about interfacing in Canvas. For more assistance, call the Canvas support line at 877-399-1958

NOTE: When experiencing an issue during class, often times, logging out and logging back in will take care of the problem. AND, the IT Service Desk can walk you through, and diagnose, most



issues...so, please support our learning community by calling for help! Your positive contributions and participation in this class are important, so how and when you go about addressing barriers will make a difference. *There is a wealth of resources and help available so please reach out, when and as needed.* Keep in mind, the problem may be as simple as the browser you are using. Try logging out and in again. If the problem continues, try using another browser. If that does not work, please reach out for help. In sum, we will do our best to help you, but **issues with your equipment need to be remedied by you.** Do not hesitate to use the assistance available *as you will be instructed to leave class if you become disruptive to our learning community.*

Our Learning Community:

Come prepared, bring your books, ideas, experiences, and questions to class:

- **Participate**
 - **Keep up** – actively read the assigned readings (before coming to class) – read and write-out the key words and definitions and your answers to the guiding assessment questions; complete the assignments as instructed and on your own – no outside help of any kind;
- **Contribute**
 - **Show up** – listen to others; be present and reflective; share your ideas; add to the group project; ask questions; be open and responsive to feedback; be prepared to discuss
- **Communicate**
 - **Speak up** – use communication methods and tools to ask for timely help, follow-up, provide input, and develop skills; ask for input and suggestions for growth

In our instructional format, there can be many distractions! These distractions can be managed if we work together. To do so, you must make sure you are using a space with limited distractions (e.g., *private room*), and you *instruct those around you to respect your classroom time by providing you with privacy.* If you must attend to something other than the class...do so with as minimal of a disruption to the class as possible. If needed, your camera and/or microphone will be turned off for you or your class session may be ended.

In Sum, the USU Rehabilitation Counseling Education Program is a rigorous academic program that is ranked 6th of 96 [by the U.S. News and World Report](#). In order to maintain the rigor and quality, and to maximize learning, you are to:

- Be in class
- Minimize outside distractions. This may include needing to find alternatives for daycare and pet care



- Consider your attire and what is on camera behind and around you. You will be using your camera at times to fully participate
- Use your tools to participate in our learning community including turning off your camera and microphone to maintain quality, privacy, and professionalism
- Communicate with your instructor

You will need a quiet place to attend class in a location where you can maintain privacy. If you are using a public space, please use a private room. You risk of being removed from class when you rely on attending using a public hotspot and/or use cell phone or other device when it becomes distracting with noise, background, or movements. Do not have guests in our classroom without prior approval. attending from a distance, to prevent others who are not enrolled in class from “being” in our classroom, some ideas to try...some or all may be helpful to you...ask for privacy from those around you; use a private room; use earphones/buds/headsets; use a screen shade; use a neutralized background or filter...if you have more ideas, please share them. We are all responsible for our classroom community. ***As a person with a disability and as a member in this course, I expect myself and you all to act, use language, and dress in a manner that specifies professionalism. I need your support to create a classroom environment in Zoom so learning can occur. Together we can create a safe and supportive learning community.***

If you need help, reach out!! Although these standards, objectives, and expectations are nonnegotiable, assistance is available to help you. If you need assistance, please contact your instructor as soon as possible and/or seek assistance via the resources.

STUDENT LEARNING OUTCOMES FOR THIS COURSE

[Utah State University \(USU\) IDEA Center](#) staff implement the USU course evaluation system which focuses on student learning objectives, reference [Student FAQ Page](#)

IDEA Center Learning Objectives	Standards	Assessment Methods	REH Course Learning Outcomes	Benchmarks
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	CACREP RC Foundational and General Standards, CEC Advanced Preparation Standard 2 – Curricular Content Knowledge (K2.1; S2.1-8)	Student Engagement and Classroom Assessment Techniques (Angelo with Zakrajsek, 2024; Angelo, & Cross 1993) – Refer to <i>Active and Reflective Reading</i>	Students will demonstrate their knowledge of related transition terminology in defining and using terms in discussions and their writing.	Self-assessment scores of B or better



		Self-Assessments – refer to <i>assignments</i>		
Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course	CACREP RC Foundational and General Standards, CEC Advanced Preparation Standard 3 – Programs, Services, and Outcomes (K3.1-7; S3.1-6) Standard 4 – Research & Inquiry (K4.1-3; S4.1-3) Standard 7 – Collaboration (K7.1-3; S7.1-11)	Student Engagement and Classroom Assessment Techniques (Angelo with Zakrajsek, 2024; Angelo, & Cross 1993) – <i>Active and Reflective Reading</i> Self-Assessments – Refer to <i>assignments</i>	Students will demonstrate the underlying philosophies, principles, and assumptions - underpinnings - associated with effective collaborative transition processes. Students will apply their understanding transition roles for connecting secondary education to postsecondary outcomes.	Self-assessment scores of B or better
Developing ethical reasoning and/or ethical decision making.	CACREP RC Foundational and General Standards CEC Advanced Preparation Standard 1 – Assessment (K1.1; S1.1-7) CEC Advanced Preparation Standard 6 – Professional and Ethical Practice (K6.1-3; S6.1-2)	Student Engagement and Classroom Assessment Techniques (Angelo with Zakrajsek, 2024; Angelo, & Cross 1993) – <i>Active and Reflective Reading</i> Self-Assessments – Refer to <i>assignments</i>	Students will demonstrate the ability to reflect upon and identify aligned and conflicting values and beliefs that arise in the transition process (i.e., assess, prepare, connect) as well as ethical and legal issues that arise in secondary transition services delivery. Students will defend their chosen course	Self-assessment scores of B or better



			of action utilizing the ethics principles, the course and program expectations, outlined in the syllabus and CRCC (refer to course expectations and assignments and CRCC, 2023).	
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PROFESSIONAL STANDARDS AND STUDENT LEARNING OUTCOMES

The Council on Rehabilitation Education (CORE), which began in 1972 the formal process of accreditation of rehabilitation counseling education program curriculum (Geist, 1984; Shaw & Kuehn, 2009), was merged with the Council of Accreditation of Counseling and Related Educational Programs (CACREP) on July 1, 2017. Members of CORE and CACREP worked together to develop the [CACREP standards](#).

The CACREP Standards Aligned with This Course

REHABILITATION COUNSELING SPECIFIC STANDARDS

1. FOUNDATIONS

- a. history, legislation, systems, philosophy, and current trends of rehabilitation counseling
 - i. covered Weeks 1, 2, 3, 9, 10, 11, 12, 14, 15
- b. theories, models, and interventions related to rehabilitation counseling
 - i. covered Weeks 2, 3, 6, 9, 10, 11, 12
- c. principles and processes of vocational rehabilitation, career development, and job development and placement
 - i. covered Weeks 2, 3, 5, 6, 7, 8, 9
- d. principles of independent living, self-determination, and informed choice
 - i. covered Weeks 3, 5, 6, 9, 10
- e. principles of societal inclusion, participation, access, and universal design, with respect for individual differences
 - i. covered Weeks 6, 7, 8, 9, 10, 12, 14, 15
- g. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results
 - i. covered Weeks 5, 6, 7, 9



2. CONTEXTUAL DIMENSIONS

- c. individual response to disability, including the role of families, communities, and other social networks
 - i. covered Weeks 4, 5, 6, 7, 9, 10, 11, 12, 14, 15
- e. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
 - i. covered Weeks 1, 2, 4, 5, 7, 9, 11, 12
- f. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
 - i. covered Weeks 1, 2, 4, 5, 10, 11, 12
- i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
 - i. covered Weeks 1, 2, 3, 9, 10, 11, 12
- k. education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities
 - i. covered Weeks 9, 14, 15
- m. individual needs for assistive technology and rehabilitation services
 - i. covered Weeks 7, 10, 11, 14, 15
- n. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
 - i. covered Weeks 1, 2, 3, 6, 7, 9
- q. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
 - i. covered Weeks 1, 2, 3, 4, 14, 15

3. PRACTICE

- b. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
 - i. covered Weeks 5, 6
- d. understanding and use of resources for research and evidence-based practices applicable to rehabilitation settings
 - i. covered Weeks 6, 7, 9, 10, 11, 12
- f. techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
 - i. covered Weeks 6, 7, 9, 10, 11, 12



- g. strategies to facilitate successful rehabilitation goals across the lifespan
 - i. covered Weeks 2, 3, 4, 7, 9, 10, 11, 12,
- h. career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
 - i. covered Weeks 5, 6, 11, 12,
- i. strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
 - i. covered weeks 5, 6,
- j. advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
 - i. covered Weeks 1, 2, 3, 4, 5, 6, 9, 10, 15
- k. assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources
 - i. covered Weeks 7, 9, 10, 11
- m. consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention
 - i. covered Weeks 6, 11, 14

GENERAL STANDARDS

1. PROFESSIONAL COUNSELING ORIENTATION & ETHICAL PRACTICE (Covered Weeks 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 15)
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 - k. strategies for personal and professional self-evaluation and implications for practice
 - l. self-care strategies appropriate to the counselor role
2. SOCIAL & CULTURAL DIVERSITY (Covered Weeks 1, 2, 3, 4, 10, 11, 12)
 - d. the effects of power and privilege for counselors and clients
 - e. help-seeking behaviors of diverse clients



- f. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
- 3. HUMAN GROWTH & DEVELOPMENT (Covered Weeks 1, 2, 3, 4, 5, 9)
 - f. systemic and environmental factors that affect human development, functioning, and behavior
 - h. a general framework for understanding differing abilities and strategies for differentiated interventions
 - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
- 4. CAREER DEVELOPMENT (Covered Weeks 5, 6, 7, 9)
 - a. theories and models of career development, counseling, and decision making
 - b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
 - c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
 - d. approaches for assessing the conditions of the work environment on clients' life experiences
 - e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
 - f. strategies for career development program planning, organization, implementation, administration, and evaluation
 - g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
 - h. strategies for facilitating client skill development for career, educational, and life-work planning and management
 - i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
 - j. ethical and culturally relevant strategies for addressing career development
- 5. COUNSELING & HELPING RELATIONSHIPS (Covered Weeks 2, 3, 4, 5, 7, 9, 10, 11, 12)
 - b. a systems approach to conceptualizing clients
 - h. developmentally relevant counseling treatment or intervention plans
 - i. development of measurable outcomes for clients
 - j. evidence-based counseling strategies and techniques for prevention and intervention



- k. strategies to promote client understanding of and access to a variety of community- based resources
- 7. ASSESSMENT & TESTING (Covered Weeks 5 & 6)
 - a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
 - e. use of assessments for diagnostic and intervention planning purposes
 - f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 - h. reliability and validity in the use of assessments
 - i. use of assessments relevant to academic/educational, career, personal, and social development
 - l. use of environmental assessments and systematic behavioral observations
 - m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- 8. RESEARCH & PROGRAM EVALUATION (Covered Weeks 5, 6, 7, 10, 11, 12)
 - b. identification of evidence-based counseling practices
 - e. evaluation of counseling interventions and programs
 - i. analysis and use of data in counseling

General Rehabilitation Counseling Program Course Policies and Expectations

Distance learning presents some challenges for instructors and students. To maximize learning, students are expected to participate in a professional manner. You are expected to minimize distractions by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimize other Internet web pages. You are required *use the raise hand feature to ask questions and dialogue*. Students are also required to participate in group activities. During discussions, students must use their microphone and video cameras. *Please mute your microphone when you are not speaking and use the video features such as blurred background to create privacy and mask possible outside distractions.*

Learning Environment

Behavior expectations are to be observed as outlined in the [student code](#). You are expected to engage in reasonable and substantial preparation for coursework, to follow course and class guidelines as set forth in syllabus and as enunciated by the instructor, and to complete all academic exercises with integrity. All interactions shall be conducted with courtesy, civility, decency, and a concern for personal dignity. As in all program courses, the following policies are expected to be followed during all discussions, activities, presentations, assessments, and so on:

1. Refrain from the use of profanity or derogatory statements about faculty, staff, peers, or any persons' disability, sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Support your peers, yourself, the faculty and staff (e.g., sharing the discussion and not monopolizing, communicating with honesty and respectful, asking for help, being present, taking care, and so on).



3. Share personal experiences in the context of the course material maintaining confidentiality. Protect privacy by keeping personal accounts in the class setting and changing or not using names if you are speaking about others to protect their privacy or have their pre-approval to share their stories before you are disclosing
4. Use your camera with professionalism. Remember, cameras are required for full participation. Some instructors may require the camera to be on all the time, other courses may require limited or no cameras. However, we encourage you to **consider your actions and environment** while on camera that may impact the learning environment for the class. For example,
 - a. Minimizing distractions (e.g., plan for care of family and/or pets ahead of class).
 - b. Turning your camera to a neutralized background (e.g., blank wall)
 - c. Using a filtered background (e.g., Zoom feature such as blurred background)
5. Complete the assignments by the due dates noted in this course syllabus. *There are no make-ups.*
6. Give your attention to class during live classes. If you must attend to something other than class, leave and return quietly, with as little disruption as possible. Audio signals on cell phones, pagers, watches, and other devices should be turned off, or, if you must be available, set to vibrate. If you need to attend to something other than class (such as text), do so off camera. If disruptions go unmanaged, assistance will be provided at the instructor's discretion *such as turning your camera off, removing microphone, and/or being removed from the class.*
7. Use your laptop (or other devices/equipment) for only class activities during live classes.
8. Prepare for discussions by reading the assigned readings and completing the assignments before the weekly classes.

Professional Performance Standards

Developing a high degree of self-awareness is part of performing at your best. The following information is quoted from the USU Rehabilitation Counseling Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

Additionally, according to the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2023):

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out. We will work together to find suitable methods for supporting you.



In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of, and at all times adhere to, the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC, 2023). More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. Also, important is not making assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns.

Professional Writing: At graduate school, and as a professional, communicating clearly is expected with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. You may schedule an online session too. For assistance phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. Check out and use the [Writing Center](#).

Attendance: *You are expected to attend.* Attendance is a critical aspect of student success and classroom engagement. *Students should let the professor know in advance if they need to be absent.*



In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, you are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

Participation: *You are expected to participate in all teaching activities.* Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. You are expected to demonstrate respect for one another, faculty, and staff in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

[Utah State University Campus Policies and Expectations](#)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU employees are required to report any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

All accommodations are coordinated through the [Disability Resource Center \(DRC\)](#) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Students with disabilities, including veterans, may be eligible for reasonable accommodations.

Emotional and Mental Wellbeing:

Life experiences may feel stressful, and adding graduate school to the experience may increase stressful feelings. Supporting students in all facets of life including their emotional well-being is part of the USU mission. As noted earlier, all USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you *live in* the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). Dr. Angela Enno will provide services geared toward the unique needs of CEHS students. If you *live outside* the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may access are:

- Consulting, referral, and therapy via video conferencing



- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

Title IX – Sexual Misconduct and Discrimination

USU is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact [USU's Affirmative Action/Equal Opportunity \(AA/EO\) Office](#) for available options and resources or clarification, leading to an informal resolution of the matter.

If you or someone you know has experienced sexual assault, please contact [the Sexual Assault and Anti-Violence Information office \(SAAVI\)](#) at 435-797-7273, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Reminder - Additional Resources

If suicide is an issue, call 988, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

Utah State University Rehabilitation Counseling Master's Program

- Ms. Kris Wengreen, Program Coordinator and Advisor kris.wengreen@usu.edu or 435-797-3246
- Dr. Kathleen (Kat) Oertle, Course Instructor, kathleen.oertle@usu.edu or 435-797-3241

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University



concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at USU, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. [Plagiarism](#) includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the [Student Code: Article VII Grievances](#).

A Final Note

Well done, thank you for reading all the way through this syllabus!! I appreciate you. If you need something, I invite you to reach out by calling, 435-797-3241. Together we can create a respectful, safe, and meaningful learning community. You are an important part of our success. I am grateful to have this experience with you. You are not alone. *Live Today. Be Well, Stay Strong, and Take Care*

With Loving-Kindness, Your Instructor, Kathleen (Kat) Marie Oertle