Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 4910

**COURSE TITLE:** Practicum - Special Education (All Collaborative Teacher and Early Childhood Special Education/K-6)

**CREDIT HOURS:** 1

**PREREQUISITES:** Junior standing or above, admission to teacher education, clear background check

**CO-REQUISITES:** None

# **University Supervisor Information**

## Elementary and Secondary Placements:

Mrs. Schweck

1234A Haley Center

(334) 844-3588

[kschweck@auburn.edu](mailto:kschweck@auburn.edu) - I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

Ms. Moore

1232A Haley Center

Cell: 334-663-3811

[ajm0024@auburn.edu-](mailto:ajm0024@auburn.edu-) I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 7:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

## Early Childhood (Pre-K) Placements:

Dr. Hinton

1234D Haley Center

(334)707-1494

[vmh0002@auburn.edu](mailto:vmh0002@auburn.edu)

Office hours by appointment

2. **TERM**: Fall 2019

**DAY/TIME**:

* Elementary and secondary settings – 3 days a week, 4 hours a day, Meetings on campus weekly on Wednesdays from 2-3:45
* Early childhood (preK) placements – 3 days a week, 4 hours a day, Meetings TBA by Supervisor

**SYLLABUS PREPARED**: July 2009 (Updated 8/12/19)

3. **TEXTS**:

* Active student membership to the Council for Exceptional Children required
* Readings posted on Canvas as needed

4. **COURSE DESCRIPTION**: (variable) The practicum provides the candidate the opportunity during his or her career preparation to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option.

Practicum placements could be up to 60 miles away from AU campus and are assigned based on certification requirements and department approved placements. Reliable transportation is necessary. If you feel you cannot meet the travel requirements for the course, it is recommended that you consult your advisor and drop the course.

5. **STUDENT LEARNING OUTCOMES:** This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual candidates, as well as the specific programs. A general course objective for all candidates taking practicum is to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option. Specific practicum objectives will vary however with each individual candidate according to his or her needs and the nature of the assigned experience (e.g., disability types, severity of disability, assessment, instruction, placement, etc.). Also, the objectives will vary according to program (e.g., ECSE).

### The candidate will:

1. Develop, select, administer, and interpret formal and informal assessments; 34(1)(b)1
2. Translate assessment information into functional long-term goals and short-term benchmarks; 34(1)(b)2
3. Implement or assist other educators in implementing the learners’ individualized education programs by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment, including assistive technology devices, technology devices, technological advances, and support personnel; 34(1)(b)3
4. Continuously analyze the effectiveness of the individualized education program and make appropriate modifications; 34(1)(b)4
5. Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate groups; 34(1)(b)5
6. Utilize effective teaching strategies designed to promote learning and improve learner achievement; 34(1)(b)6
7. Modify methods, materials, and equipment to meet learner needs; 34(1)(b)7
8. Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive positive behavior supports; 34(1)(b)8
9. Plan and facilitate transition programs within and outside the school setting; 34(1)(b)9
10. Effectively communicate the goals of the instructional program to the learner, the learner’s primary caregivers, and appropriate professionals; 34(1)(b)10
11. Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors; 34(1)(b) 11
12. Work effectively with members of the instructional team and professionals from related fields; 34(1)(b)12
13. **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field; 34(2)

### In the Early Childhood Special Education program, the candidate will:

1. Plan, implement, and evaluate programs designed to meet the special needs of children with disabilities from birth through age eight; 37)2)(b)1
2. Provide developmentally appropriate programs for infants and young children with disabilities; 37(2)(b)2
3. Consult with parents and other family members in their efforts to understand, accept, provide care for the young child with special needs; 37(2)(b)3
4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts; 37(2)(b)4
5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight; 37(2)(b)5
6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight. 37(2)(b)6

### In the **Collaborative Teacher (K-6)** program, the candidate will:

1. Assess learners’ needs in order to plan an individualized education program appropriate for classroom instruction; 35(1)(b)1
2. Create an optimal learning environment by utilizing, evaluating, and modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment; 35(1)(b)2
3. Utilize practices to encourage family support in the learner’s program; 35(1)(b)3
4. Assist in the evaluation and implementation of assistive technology; 35(1)(b)4
5. Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the learner’s attainment of goals and objectives; 35(1)(b)5
6. Implement appropriate behavioral interventions based on a functional analysis of behavior; 35(1)(b)6
7. Build learner’s communication abilities and social interaction skills through the development of appropriate language and conversational skills; 35(1)(b)7
8. Plan and implement an instructional program for grades K-6 using the Alabama courses of study for mathematics, English language arts, social studies, and science; 35(1)(b)8
9. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management; 35(1)(b)9
10. Implement a variety of validated, research-based reading programs selected to meet the needs of learners and including the strategies recommend in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 35(1)(b)10
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing, and writing across the curriculum; 35(1)(b)11
12. Use peer and educator conferencing and rubric assessment to help learners edit and revise their writing. 35(1)(b)

### In the **Collaborative Teacher (6-12)** program, the candidate will:

1. Assess learners’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan an individualized educational program for instruction; 36(1)(b)1
2. Utilize practices for facilitating learner self-determination and enlisting the support and participation of families in the learner’s educational program; 36(1)(b)2
3. Create an optimal learning environment by collaboratively utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment; 36(1)(b)3
4. Plan and implement an instructional program in the areas of general and functional academics, social, vocational, independent living, and leisure skills 36(1)(b)4
5. Plan and implement work-based learning programs (such as on-campus work experiences, community-based work experiences, and work place mentoring) to foster the development of work place competencies, and career goals; 36(1)(b)5
6. Participate in collaborative teaming approaches for the purpose of decision-making related to instruction, curriculum, social interactions, and interagency collaboration with school and agency staff, learner, and family members; 36(1)(b)6
7. Create effective linkages between learners and post-secondary educational institutions and/or the business community to transition learners to future environments; 36(1)(b)7
8. Develop and implement appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management; 36(1)(b)8
9. Implement appropriate behavioral interventions based on a functional analysis of behavior; 36(1)(b)9
10. Implement a variety of validated, research-based reading programs selected to meet the needs of learners including the strategies recommended in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 36(1)(b)10
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum; 36(1)(b)11
12. Use peer and educator conferencing and rubric assessment to help learners edit and revise their writing. 36(1)(b)12
13. **Course Content:** Each candidate will be placed in an approved practicum site in his/her area of specialization to be in compliance with certification requirements. The candidate will be supervised by a clinical educator or mentor and a university supervisor.

All Dates Listed in Assignments/Evaluation Table on following pages. Dates and times are subject to change.

| Date | Description |
| --- | --- |
| 8/21/19 for Elementary and Secondary practicum  TBA for Infant/toddler and Preschool practicum | First meeting: Welcome, Syllabus, School assignments, Questions  First week of practicum: 9/2/19 – 9/6/19 |
| Weekly Meetings through 12/4/19  Elementary and Secondary- Wednesdays 2:00-3:45 p.m.  Infant/toddler and Preschool - TBA | Will discuss progress and teach upcoming assignments  Electronic copies of attendance verification and all evaluation forms will be submitted Box.com as directed at the end of the semester by 12/9.  \*Personal Box folders will be created and shared with you by a university supervisor |
| TBA | Supervisor visits to practicum sites (2-3 per student) |

7. **Course Requirements:** Candidates are required to adhere to the negotiated requirements with their practicum site as well as the requirements listed in this syllabus, the College of Education Orientation Handbook, and the Special Education handbook.

Candidates will be required to observe in the following instructional areas: (1) Assessment, (2) Program writing and implementation, (3) Data collection, (4) Program decision making and evaluation, and (5) Classroom or community service setting management and organization. In addition, candidates will:

1. Go to their assigned sites for a total of 12 hours per week for each credit hour of practicum. The schedule should be worked out during the candidate’s first visit. The candidate and clinical educator will determine the best days and times to come based upon the clinical educator’s daily schedule and the candidate’s class schedule. The candidate should be at the practicum site a minimum of 3 days per week and a minimum of 4 hours per day. These 4 hours should be during times the candidate has direct contact with learners (i.e. not planning, lunch, etc.).
2. Attend weekly practicum meetings on campus at the time listed on schedule/announced by supervisor.
3. Keep an attendance log using the form on Canvas. Candidates will obtain clinical educator initials weekly and submit on Canvas. Candidates will turn in a final copy containing the clinical educator’s complete signature at the bottom of each page.
4. Complete all assignments and submit via Canvas. Failure to complete assignments will result in a grade of unsatisfactory for practicum. All assignments must be in Microsoft Word or .pdf format. Candidates are expected to combine multiple page documents into one document as appropriate and rotate so they are in the proper viewing orientation before submitting assignments to Canvas.
5. Revise assignments until they are considered satisfactory by supervisor. Revisions must be completed in a different font color. Revisions are due within 3 days from date of feedback from supervisor. Candidates must check Canvas every day.
6. Work with clinical educators on a schedule that permits the candidate some time to observe and assist before taking over instructional duties.
7. Work with supervisor to arrange a minimum of two visits for classroom observations during the semester. One of these may be electronic.
8. Communicate assignments with clinical educator. If the clinical educator has questions or concerns about any of the assignments, the candidate should ask the clinical educator to contact the supervisor.

## **Assignments and Evaluations**

All online assignments are due by 8am on the assigned due date. Hard copy assignments are due at the beginning of the meeting. All forms and grading rubrics are available on Canvas.

Please be sure to allow yourself plenty of time in case of any Canvas issues. Screenshots to document Canvas errors will not be accepted to excuse tardiness of assignments.

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| Memorandum of Understanding and Syllabus Signature Page  DUE: 9/3  (only Tuesday due date due to MLK holiday) | Candidates must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. | No points. Must submit to begin practicum. |
| CEC Membership and Participation   1. Membership DUE 9/9 2. Professional Development and Service | 1. Candidates are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit verification of your student membership by submitting printouts from the website that show: Membership number Membership type Chapter Expiration date of membership 2. As developing professionals in the field of special education, all candidates are expected to attend AU CEC chapter meetings throughout the semester. These meeting will provide opportunities to demonstrate commitment to the field through professional development and service opportunities. Dates/times will be announced early in the semester. University approved excuses or evidence of a conflicting AU class are required in the case of unavoidable absence. | 1. No points. Required to pass practicum. 2. This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5). |
| Attendance Verification  DUE: Weekly beginning 9/9 on Canvas and final electronic copy on 12/9 | Complete the attendance verification form daily. Have your clinical educator initial the form weekly to verify your attendance and sign the bottom of each page when a page is completed. You will submit the form weekly on Canvas as well as a hard copy of your final attendance verification at the end of the semester.  You must inform your supervisor(s), and your clinical educator of any absences in advance. All absences must be made up and excused. Excuses can be submitted with attendance for the week. Write in the missed day with a line through the times and make a note about your absence in the notes’ column. Write in the makeup day with times in and out and a note saying, "Makeup day from \_\_\_\_\_". | 100 points |
| Reflection Reports  DUE: Every Monday by 8:00 a.m. beginning 9/9 through 12/2 | Complete the Reflection Report form weekly and submit on Canvas. Each section on the form should contain at least 5 sentences. The purpose is to reflect on your performance. What did you do well? What could you do differently? What do you need to learn more about? What do you need to change for next week? | 25 points each |
| Weekly Schedule and Contact Information  DUE: 9/16 | Provide personal contact information, clinical educator contact information, name of school principal, and any holidays, field trips, assembly dates, etc.  List all of the times you will be at your practicum site broken into at least 30-minute increments. Briefly describe what you will be doing during each of those times as well as the room number where I can find you and the name(s) of the educator(s) with whom you will be working. Submit the complete form on Canvas.  If your schedule changes, please resubmit your schedule and notify your supervisor. | 50 points |
| School Emergency Information  DUE: 9/16 | Make copies of the school’s emergency procedures for severe weather, fire, and intruder. You must describe signals/sirens, specific procedures to follow, and evacuation routes/destinations. Submit on Canvas. | 50 points |
| Lab Student Responsibilities  DUE: Weekly beginning 9/16 | Complete this form with your clinical educator to designate what is expected of you throughout your placement. This is not a reprint of your schedule. It is acceptable to plan for multiple weeks at a time, but it must be updated at least every week. It is acceptable for revisions/updates to be made. Submit on Canvas with clinical educator initials weekly and a signature at the end. | 100 points |
| Intervention Plans  DUE:  Part 1-Responses to writing prompts, baseline data plotted on graph 9/30  Part 2 – Responses to written prompts (Description of instruction) 10/7  Part 3-Progress reports (data, narrative, graph) due weekly beginning 10/28  Part 4-Description and written analysis due 12/2 | Candidates will write, implement, and measure progress for one intervention plan. The intervention plan should focus on an academic or social behavior goal.  All parts will be submitted on Canvas.  Begin implementation on 10/21 | Part 1 – 100 points  Part 2 – 150 points  Part 3 – 50 points each  Part 4 – 50 points |
| Intervention Plan Kit  DUE: 10/21 | Candidates will create and produce activities that will support the implementation of the intervention plan and submit all components on Canvas.  Answer the following questions and provide evidence of your materials:  Intervention Activity Rationale:   * Why is the goal important, relevant, and vital to the life of your student? * Why should your learner be learning the material at this time (motivationally, cognitively, developmentally)? * How do you plan to make the material interesting for your learner? * What is the current functioning/skill level of the learner regarding your goal? * What communication needs does your learner have, and how will you address those in your intervention? Use these sentence starters:   + **During the lesson, in order to meet the learning goal, the learner must demonstrate** …state communication skill(s) such as receptive, expressive, written communication.   + **The vocabulary and mathematical language associated with the learning goal includes**... tells what vocabulary and language are involved in lessons   + **The following will support the learner in acquiring the communication skill and vocabulary demands of the learning goal**… tells about the supports that will be provided to assist the learner in using the communication skills stated above such as modeling and teacher prompts, CRA assists the learner in understanding language and making meaning  (receptive) because they provide hands-on experience and visual support, CRA assists the learning in telling you and showing you that she/her learned (expressive) by providing visual and hands-on opportunities so that it is easier to produce and form language   + **The following supports will support the learner in generalizing the communication skills and vocabulary demands of the learning goal**… tells about strategy that will help the student use the communication skill in another setting * Is the intervention used to teach *and* practice the skill?   You will create and upload pictures of the following items as applicable:   * Pre-test/post-test * At least 2 practice activities that will be used to help the learner practice the skill * Manipulatives * Worksheets * Teaching resources: posters, workmats, cards, songs, etc. * Data collection documents | 100 points |
| Resume  DUE: 11/4 | Write a resume for the purpose of obtaining a teaching job using the format provided to you. You will update this resume each semester. Submit on Canvas. | 50 points |
| Clinical Educator Evaluations  DUE:  9/30 – Dispositions and Classroom Observation  10/28- Classroom Observation  12/2– Dispositions and Classroom Observation | Provide appropriate forms to your clinical educator at least a week in advance. If you are in inclusion settings, you should also provide a classroom observation form to your general educator. Be sure to complete all demographic information prior to providing the forms to your educator(s). Make sure all forms contain signatures before uploading to Canvas.  2 Personal and Professional Disposition Assessments – completed by your clinical educator with input from general educator(s) as appropriate. Clinical educator disposition evaluations will be considered in dispositions evaluations from your supervisor.  It is expected that candidates in practicum will demonstrate the standards for the *Development of Principles and Practice* Indicator throughout the semester. If, at any time, there is a concern about a candidate’s professional dispositions, the candidate will be notified, and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Development of Principles and Practice* indicator will result in a 120-point deduction per indicator that does not meet *Development of Principles and Practice*.  3 Classroom Observations – Please ask your clinical educator to include comments pertaining to your areas of strength and areas in need of improvement.  Progress Reports – Your supervisor will email your clinical educator periodic progress reports regarding your professional behaviors. If any concerns are reported, the *Actions for Intervention* chart (on Canvas) will be followed. The progress report form is available on Canvas for you to review. | Classroom Observations are S/U.  AC or above is Satisfactory for classroom observations. |
| Supervisor Evaluations  Obs 1 – TBA  Obs 2 – TBA  Obs 3 – TBA  DUE: the Monday following the receipt by 8am | Submit signed evaluation forms from your supervisor on Canvas.  2-3 Classroom Observations | Classroom Observations are S/U.  AC or above is Satisfactory for classroom observations. |
| Supervisor Dispositions  DUE: the Monday following receipt by 8am | Supervisor will complete a Personal and Professional Dispositions Evaluation at least two times during the semester (midterm and final). Sign and submit on Canvas.  It is expected that candidates in practicum will demonstrate the standards for the *Development of Principles and Practice* Indicator throughout the semester. If, at any time, there is a concern about a candidate’s professional dispositions, the candidate will be notified, and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Development of Principles and Practice* indicator will result in a 120-point deduction per indicator that does not meet *Development of Principles and Practice*. | 600 points each |
| Exit Surveys  DUE: 12/2 | Complete COE field experience surveys on TK20 as well as departmental surveys on Qualtrics. | No points – Must complete to pass. |

8. Grading and Evaluation: Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the university supervisor(s) and the on-site clinical educator(s) as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the candidate’s performance during classroom observations.

In order to earn a Satisfactory in the course, the following criteria must be met:

* 80-100% of points on assignments are earned and final dispositions evaluation contains ratings in at least the *Development of Principles and Practice* indicator
* Candidates must earn ratings of approaching competence or higher on final evaluations.
* All assignments were submitted
* Revisions were made to assignments until they were considered satisfactory and points were assigned
* All policies in the syllabus, COE handbook, and special education student handbook were followed
* All days/hours were completed prior to the end of finals week
* Electronic copies of attendance verification and evaluation forms were turned in to Box.com

Failure to meet all of the listed criteria will result in a U for the course.

9. **Class Policy Statements**:

Participation: Candidates are expected to participate in all class discussions and participate in all activities. Candidates should not be on electronic devices during meetings on campus or during time at their actual site. Assignments are due according to the dates provided. Unexcused late assignments are not acceptable. It is the candidate’s responsibility to contact the primary university supervisor(s) if assignment deadlines are not met. Candidates are responsible for initiating arrangements for missed work.

Attendance: Attendance at practicum meetings is required. Attendance for 12 hours, 3 days a week, 4 hours per day is required at your site. All absences must be excused. No more than 2 excused absences are permitted. Candidates must contact university supervisor and clinical educator on cell phone to inform of absence in advance. All absences must be made up prior to the end of the final examination period with approval from supervisor and clinical educator. At the discretion of individual university supervisors, verified absences may be excused under unusual circumstances (see the [Student Policy eHandbook](http://www.auburn.edu/studentpolicies)). In order for any absence to be considered excused, the primary university supervisor must be in receipt of the original documentation within seven days from the date of the absence.

Excused Absences: Candidates are granted excused absences from class for the following reasons:  Illness of the candidate or serious illness of a member of the candidate’s immediate family, the death of a member of the candidate’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.  Candidates who wish to have an excused absence from this class for any other reason must contact the primary university supervisor in advance of the absence to request permission.  The primary university supervisor will weigh the merits of the request and render a decision. The candidate must notify the university supervisor(s) prior to the occurrence of any excused absences. In no case shall such notification occur more than one day 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.

Assignments: Assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All assignments must be completed and submitted on Canvas and revised until acceptable. Revisions are due within 3 days and should be made in a different color. Late assignments will have 10% of possible points deducted per day the original submission or revision is late. More than 2 late assignments will be considered a failure to meet the professional disposition standard related to meeting deadlines.

Online Observations:You may be required to record one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading and confidentiality protection. It is recommended that you practice these steps prior to your planned recording to avoid any problems. You will record the teaching segment with your own device. Then, you must create a Box account if you do not already have one. Box accounts are free to Auburn University students and faculty. Next, you upload your video to Box.com to your Clinical Residency folder created by your supervisor. Email your supervisor when it has been uploaded. The link below will help you create your Box account. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your personal device and Box after your supervisor has reviewed it. Please note: some schools require special permission to video learners. It is your responsibility to consult your clinical educator to determine if parent consent is needed. A letter can be provided for you to send home in advance. Please request the letter at least a week in advance of your planned recording date. Also note that instructions are provided on Canvas on blurring faces in videos to protect confidentiality.

Create Box Account [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

If a video recorded observation is not possible due to school partner regulations, an electronic observation might be conducted using Zoom so no recording of the teaching segment is required.

Professionalism: As faculty, staff, and candidates 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

Dress Code: Auburn candidates project the image of their own emerging professionalism and the overall program. Attire that could present a health or safety problem or could be disruptive is not appropriate. With this in mind, the following rules concerning dress and grooming are mandatory for all candidates participating in clinical experiences, practica, and internship. These regulations are based on those of schools and early intervention programs in which graduates of the program will be working.

1. Students keep their hair clean, groomed, and away from the eyes and face.
2. Students wear closed-toed shoes/foot garments.
3. Students are neat and clean at ALL times.
4. Clothing is clean and in a state of good repair.
5. Clothing and personal items are free of logos, words, draws, pictures, and other images. **Exceptions:** Auburn University related logos covering an area of less than 3 square inches.
6. Clothing covers the body in a professional manner. No leggings.
7. Tattoos and non-traditional piercings must not be visible.
8. No jeans may be worn to practicum.

Accommodations for Students with Disabilities: 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. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your primary supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. 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.

Auburn University Policy on Classroom Behavior: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the field experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See Student Policy eHandbook at www.auburn.edu/studentpolicies)

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 an addendum to your syllabus and/or course assignments will replace the original materials.

Resolving Concerns Regarding Practicum:

Work with your clinical educator and university supervisor to resolve practicum concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your practicum. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to practicum requirements or supervision, share your concerns with your university supervisor(s). If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

AU Academic Grievance Policy: Auburn University students have access to a procedure for redress of grievances resulting from the actions of faculty or administrators.  Students who desire to file a grievance should review their options described under the [Student Academic Grievance Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/StudentAcademicGrievancePolicy.pdf).

# Syllabus Signature Statement

I have read and reviewed the **RSED 4910 Special Education Practicum Syllabus for the current semester and the Special Education Handbook for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in these documents.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass practicum and protect confidentiality for my learners and any information pertaining to them.

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Candidate Signature Date