Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 4910

**COURSE TITLE:** Practicum - Special Education (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**

Dr. Schweck

1230 A Haley Center

334-844-3588

brumbka@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.

2. **TERM**: Fall 2024

**DAY/TIME**:

* 3 days a week (MWF), 4 hours a day, Meetings on campus weekly on Wednesdays from 2pm-3:50 p.m. in HC 1212

**SYLLABUS PREPARED**: May 2024

3. **TEXTS**:

* Active student membership in the Council for Exceptional Children (national and local) **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.

### All candidates will:

1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2.1.1 Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.1.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.1.3 Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

3.1.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

3.1.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.1.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4.1.1 Select and use technically sound formal and informal assessments that minimize bias.

4.1.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.1.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.1.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5.1.1 Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

5.1.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.1.3 Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.1.4 Use strategies to enhance language development and communications skills of individuals with exceptionalities.

5.1.6 Teach to mastery and promote generalization of learning.

5.1.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.

6.1.2 Understand how foundational knowledge and current issues influence professional practice.

6.1.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.

6.1.6 Provide guidance and direction to paraeducators, tutors, and volunteers.

7.1.1 Use theory and elements of effective collaboration.

7.1.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

*P-3 (EC) candidates will also:*

3.2 Determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

6.2 Understand and apply Alabama standards for pre-school education.

*6-12 candidates will also:*

2.4.1 Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

3.3 Provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

4.2 select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

5.2.1 Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

5.2.2 Teach and promote self-determination and self-advocacy skills.

* 1. Cooperate with other agencies to address post-school outcomes.

**6. Course Content:** Each candidate will be placed in an approved practicum site in their 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 are listed in Assignments/Evaluation Table below. Dates and times are subject to change.

| **Date** | **Description** |
| --- | --- |
| 8/21/24 and every Wednesday afterwards  2-3:50 p.m., HC 1212 | First meeting: Welcome, Syllabus, Questions  Subsequent meetings: Learn about assignments, discuss and reflect on practicum experiences  First day of practicum: 9/4/24 |
| Mon 8/26 and Wed 8/28  10-12  Foy 208 | Safe Zone Training |
| Supervisor visits  TBA | 2-3 visits (virtual or face to face possible) |
| Turn in all practicum portfolio components  12/11/24 | Turn in on box.com in your designated folder |

7. **Course Requirements:** Candidates are required to meet essential functions of a special education teacher as defined by the schools and 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 three visits for classroom observations during the semester. One of these may be electronic if necessary.
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 **7am** on the assigned due date. 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 TABLE –THIRD PRACTICUM**

**\*No students in 1st or 2nd practicum this semester**

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| Memorandum of Understanding and Syllabus Signature Page  DUE: 8/26 | 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  Membership and Publicity Release DUE 8/26  CEC Participation Verification DUE 12/2 | 1. Candidates are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit (on Canvas) a Publicity Release for CEC activities AND verification of your annual student membership by submitting screenshots from the website that show: Membership number Membership type Chapter Expiration date of membership (must be current membership) 2. Join local chapter on AU Involve and pay local dues. Local chapter dues are paid yearly. 3. As developing professionals in the field of special education, all candidates are expected to attend AU CEC chapter meetings throughout the semester. These meetings 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. Local chapter dues are paid yearly. 4. You will submit the CEC Participation Verification Form by the end of the semester. | No points. Required to pass practicum.  -This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5). |
| Syllabus Quiz  DUE: 9/3 | Candidates must complete the Syllabus Quiz on Canvas. | No points. Must have 100% correct to continue practicum. |
| Attendance Verification  DUE: Weekly beginning 9/9 on Canvas and final electronic copy on Box.com by12/11 | Complete the attendance verification form daily. Have your clinical educator initial the form weekly to verify your attendance. You will submit the form weekly on Canvas as well as a your complete attendance verification for the semester on Box.com 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 should be submitted with attendance for the week and uploaded to Box.com with your final attendance. 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 |
| Weekly Reflections and Challenges  DUE: Every Monday by 7:00 a.m. beginning 9/9 through 12/9 | 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? Throughout the semester you will complete a WEEKLY CHALLENGE which may require you to complete other activities such as IRIS modules, reading articles, etc. | 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 |
| **Intervention Plan Assignment**  Candidates will develop, implement, and measure progress for one intervention plan. The intervention plan should focus on a social behavior goal. Assignment requirements increase with each practicum experience. There are four parts to the intervention plan. Students in their third practicum will complete part one (Assessment), part two (Intervention Plan Development), part three (Intervention Implementation), and part four (Intervention Plan Analysis & Reflection). **Note: Please reference *Behavior Intervention Plan Directions* on Canvas for complete directions and requirements for the assignment.** | | |
| **Intervention Plan Part 1 *Assessment***  Part 1 Segment 1  DUE: 9/30  Part 1 Segment 2  DUE: 10/7 | **Part 1: Assessment**  Candidates will demonstrate skill in gathering multiple types of information, such as records review, interviews with other professionals, anecdotal records, informal assessments of academic skills and direct observations. Candidates will demonstrate skill in interpreting assessment results to determine the function or cause of the behavior. *Candidates in their third practicum will submit part one in two segments throughout the semester.*  ***Segment 1: Summary of Records Review, Behavior Interview, & Anecdotal Report-*** Candidates will providea written summary that describes the student background information related to academic, social behavioral, and functional performance. The candidate will conduct a records review and report facts regarding the target student’s history and past functioning.  Candidates will gather information by conducting and providing evidence of: (a) at least one behavior interview with an individual familiar with the student and (b) an anecdotal report that includes descriptions of at least one observation of the target student written in narrative form. The candidate will provide a written summary of the information gathered from these sources of information.  ***Segment 2: Summary of Informal Assessments & Direct Observations/ Statement of the Function & Summary of the Context for Learning*** Candidates will gather information by conducting and providing evidence of at least three but no more than six: (a) informal assessments of academic skills of target student and (b) direct observations that include notation of antecedents, target behavior, and consequences.  Candidates will provide a clear statement of the function or cause of the target behavior and a summary of the context for learning. | Segment 1  100 points  Segment 2  100 points |
| **Intervention Plan Part 2 *Intervention Plan Development***  Part 2 Segments 1&2  DUE: 10/21 | **Part 2: Intervention Plan Development**  Candidates will demonstrate skill in developing an intervention plan based on the identified function or cause of the behavior that includes reinforcement of a new replacement behavior. Candidates will demonstrate skill in creating a safe, inclusive, and responsive environment for the target student to develop emotional well-being and positive social interactions by developing behavioral supports and culturally responsive instruction. *Candidates in their third practicum will submit part two segments as one assignment during the semester.*  ***Segment 1: Description of Intervention Plan-*** Candidates will clearly describe the intervention that will increase the desired behavior and addresses the function of the behavior.  ***Segment 2: Description of Instruction and Lesson Plan-*** Candidates will demonstrate skill in creating an intervention based on evidence-based practices by developing a lesson plan that will provide instruction to address the identified area of need. | Part 2  100 points |
| **Intervention Plan Part 3 *Intervention Plan Implementation***  Part 3 Segment 1  DUE: 10/28  Begin implementation 11/4. Previous assignments should be complete (revised) before beginning.  Part 3 Segment 2  DUE:  11/11  11/18  12/2 | **Part 3: Intervention Implementation**  Candidates will demonstrate skill in implementing an intervention and collecting data on its effects. Candidates in their third practicum will submit part three in two segments during the semester.  ***Segment 1:* *Description of Data Collection Methods and Baseline Data***  Candidates will clearly describe the form of data collection (event recording, duration, latency, time sampling or interval recording) that will be used to monitor the increase in desirable behavior. Candidates will provide a sample data sheet that is accurately presented according to the chosen method. Candidates will collect at least three baseline data points using the data sheet and correctly graph the data points.  ***Segment 2: Reporting and Graphic Analysis of Student Progress***  Candidates will implement their intervention plan and submit weekly reports. Each report will include: (a) the instructional objective, (b) a graph with correctly labeled x-axis and y-axis and baseline and intervention data points **(at least 1 data point per week appear on the graph during the intervention)**; and (c) a narrative. | Segment 1  50 points  Segment 2  150 total points; 50 points each |
| **Intervention Plan Part 4: *Intervention Plan Analysis & Reflection***  Part 4  DUE: 12/2 | **Part 4: Intervention Plan Analysis & Reflection**  Based on interpretation of data, candidates will demonstrate skill in making decisions and reflecting upon the next steps for instruction.  Candidates will provide a description and written analysis of student progress. Candidates will: (a) clearly describe steps that the student achieved on his or her way to achieving intervention goal; (b) clearly explain how corrective feedback was provided to student and how the student demonstrated that the feedback was effective; (c) describe student progress that includes reference to decisions related to repeated instruction or adjustment to the goal; and (d) describe student progress with regard to communication supports provided within the intervention (What helped student generate language and what helped student engage in intervention, attend, participate, and make meaning of new concept/skill?).  Candidates will provide a reflection on the next steps for the intervention. Candidates will also: (a)identify at least one part of the intervention that was effective and (b) identify at least one way the intervention would be changed. | Part 4  100 points |
| Planning for Instruction **AND** Effect on Student Learning  Part 1: Instructional Sequence Planning  DUE: 10/7  Part 2: Lesson Plan Recording, Observation Form, & Reflection  DUE: 10/28  *\*This will be your second supervisor evaluation*  Part 3: Effect on Student Learning  DUE: 11/4 | Lesson Planning and Implementation -Candidates will develop and implement a sequence of at least 3 lessons using the components of explicit instruction that includes actual words (teacher talk) used with the student, record the implementation of at least one lesson, complete a classroom observation form, and a reflection of the lesson. Candidates will provide any materials used to implement the lesson plan. **In addition, collect evidence of students’ content understandings before the lessons (pre-assessments), during the lessons, as well as after instruction (post-assessments). Provide copies of the formative, summative, and/or diagnostic assessments used throughout the lessons.**  Candidates will submit this assignment in three parts:  **Part 1: Instructional Sequence Planning:** Develop a meaningful sequence of lessons (e.g., 3 or more) across curricular content areas that include integrating reading, writing, mathematics, social studies, science, and/or the arts. Write lesson plans to teach across content areas to individualize learning for individuals with exceptionalities. Use the Lesson Plan template provided on Canvas. The lesson plans must utilize standards from the Alabama Course of Study, Extended Standards, Transition Standards, and/or curriculum-based assessments introduced to you in your courses or practicum placement. Any PowerPoints, worksheets, etc. should be included in the lesson plan submission. **Include assessments to be used with sequence of lessons.** Additional directions on Canvas.  **Part 2: Lesson Plan Implementation and Reflection:** Sequence of lesson plans will be implemented in your practicum placement. Lesson plans must be approved by your clinical educator prior to implementation. Clinical educators may add lesson plan components to the format provided on Canvas.  ***Students will record the implementation of at least one lesson plan.*** The video recording should focus solely on the practicum student. The student should submit the unedited video recording on Canvas, box.com or Swivl.com.  ***The student will view the video recording and complete a classroom observation form and include it with the reflection.***  ***The student will submit a written reflection addressing the following:***   1. Reflect on one part of the lesson(s) that was effective and explain why it was effective. 2. Reflect on one way the lesson(s) could be changed and explain why.   **Part 3: Effect on Student Learning.** Submit evidence of students’ content understandings before the lessons (pre-assessments), during the lessons, as well as after instruction (post-assessments). Provide copies of the formative, summative, and/or diagnostic assessments used throughout the lessons. Also, reflect on your instructional effect on student learning by writing a detailed commentary. Provide artifacts of student assessment/work samples, copies of the assessments, and evaluation criteria. Additional directions on Canvas. | Part 1: 100 points    Part 2: 150 points  Part 3: 70 points |
| Resume  DUE: 11/18 | 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:  10/7 – Dispositions and Classroom Observation  11/4- 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 their third 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.  *Development of Principles and Practice* on the PPDA is the expectation for students in their 3rd practicum. |
| Supervisor Evaluations  Obs 1 – TBA  Obs 2 – Will be conducted with the video you submit for your Instructional Sequence assignment  Obs 3 – TBA  DUE: the Monday following the receipt by 7am | Submit signed evaluation forms from your supervisor on Canvas.  2 Classroom Observations  1 Observation from your recorded Instructional Sequence Assignment | Classroom Observations are S/U.  AC or above is Satisfactory for classroom observations. |
| Supervisor Dispositions  DUE: the Monday following receipt by 7am | 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 their third 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 |
| Technology Portfolio  DUE: 11/18 | Using the template provided, finish tracking your technology experiences related to instruction, assessment, and management. You must have two exhibits per standard. Directions and template provided on Canvas. | 70 points |
| 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. |
| Turn in practicum portfolio components on Box.com  Due: 12/11 | Turn in on box.com in your designated folder | 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.

Students may withdraw without grade penalty until the 15th class day and until mid-semester (although a W will appear on your transcript if you withdraw between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100. This includes dropping one section to add a different section. Be sure you are registered for the correct section for your major/grade level.

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

* 85-100% of points on assignments are earned and final dispositions evaluation contains ratings in at least the *Awareness* *of Principles and Practice* indicator for students in their first practicum and Development *of Principles and Practice* indicator for students in their second/third practicum.
* 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 all practicum portfolio components were turned in to Box.com

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

9. **Class Policy Statements**:

*Any graded work submitted throughout the semester may be used in future iterations of the course as examples to future students. Such work will be anonymized and identifying information removed. If a student does not wish their work to be used in this manner, they may opt-out by contacting the instructor.*

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. More than 2 excused absences will require a conference with your supervisor. Candidates must contact university supervisor and clinical educator 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. Excuses should be submitted with weekly attendance assignments and with final attendance on Box.com at the end of the semester.

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, and military orders.  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. Requests for revisions to assignments will be made on Canvas. Be sure to set up your notifications in Canvas to alert you when an announcement is posted, an assignment is due, a grade is released. Here’s how: [“Getting Started with Canvas” video (and transcript) (Links to an external site.)](https://vimeo.com/74677642) 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.

Communication: Candidates are expected to check tigermail and Canvas daily and respond to communication within 24 hours. Tigermail is the official form of communication for Auburn University.

Zoom/WebEx policies: When we meet on Zoom and, in the event, you participate in virtual instruction via any livestream services, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking unless otherwise directed. Although you may be participating from your domicile, our Zoom/webex meetings are professional interactions. You should dress and behave as you would in a normal face-to-face classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom/Webex meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom/Webex please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me. Also, in order to protect and maintain confidentiality of the students and schools you serve, zoom/webex participation should take place in a setting where privacy can be ensured.

Online Document Storage: Box.com is used to store documentation from all of your field experiences. Your supervisor will create a folder for you during your first practicum. In order to access your folder, you are required to activate your free box.com account through Auburn University. [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

Virtual Observations:You may be required to record or live stream one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading, streaming, and confidentiality protection. It is recommended that you practice these steps prior to your planned live streaming or recording to avoid any problems. You will need an activated box.com Auburn account.

Recording:

First, you will record the teaching segment. It is recommended that you record in brief segments (10 minutes max) so that the files are easier to upload to box.com. Next, upload the file)s) to box.com to your Field Experience documentation folder created by your supervisor. Email your supervisor when it has been uploaded. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your 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.

GoReact is another option we have available in Canvas. Videos can be recorded directly into GoReact from your device or you can upload a video from another source.

Livestreaming:

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. Livestream observations may be utilized on other occasions as well. Livestreaming on zoom can be performed on a device that has access to the internet.

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 abide by school system guidelines.
8. No jeans may be worn to practicum.
9. School system dress codes must be followed at all times.

Disability Accommodations**:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228. If your accommodations will be needed at your practicum site, you should also arrange a meeting with your clinical educator to discuss.

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)

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).

Instructional Contingency Plans: 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.

Health and Well-Being Resources:

Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinical (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [(334)844-5123](tel:+13348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic. (Links to an external site.)](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:+13348445123) to speak with someone. Additional information can be found at [http://wp.auburn.edu/scs (Links to an external site.)](http://wp.auburn.edu/scs/).

# **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