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| **RSED 7910/7916**  **Practicum**  **Early Childhood Special Education**  ***Infants and Toddlers with Disabilities***  ***SPRING 2012***  **- - - - - - - - - -**  **Department of Special Education Rehabilitation Counseling**    **College of Education**  **Instructor Information:**  **Dr. AmySue Reilly**  **1234C Haley Center**  **(334) 844-2100**  [**reillam@auburn.edu**](mailto:mflores@auburn.edu)  **- - - - - - - - - -**  **Office Hours:**  **Tuesdays 2:00-4:00 *or***  **by appointment**  [**reillam@auburn.edu**](mailto:reillam@auburn.edu)  **334-844-2110** |  |

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| **Auburn University**  **Department of Rehabilitation and Special Education** |

**1.** **COURSE NUMBER: RSED 7910/7916**

**Course Title:** Practicum: ***Early Childhood Special Education- Infant/Toddler***

**Credit Hours:** 1-6

**Prerequisites:** Departmental approval

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| **University Supervisor**  **Name: Dr. AmySue Reilly**  **Office: 1232 C Haley Center**  **Phone: 844-2110**  **Email: reillam@auburn.edu**  **Office hours : Tues 2-4 pm or by appointment** |  | **Practicum Meetings: TBA** |

**2**. **DATE SYLLABUS PREPARED**: January 2011 (*updated 1-19-12 ASR)*

**3. TEXTS:** Readings posted on Canvas

**4.** **COURSE DESCRIPTION**:(variable): The practicum will provide the advanced student 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.

1. **COURSE OBJECTIVES**: This course is a semester-long field-based laboratory experience. The specific objectives are related to the specific needs and placements of individual students, as well as the specific programs.

*Based upon ASLDE standards,* ***ALL*** *students 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 teachers in implementing the student’s individualized education program, 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 grouping; *34(1)(b)5*

6. Utilize effective teaching strategies designed to promote learning and improve student achievement; *34(1)(b)6*

7. Modify methods, materials, and equipment to meet student 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 student, the student’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*

In the **EARLY CHILD SPECIAL EDUCATION program,** the student 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, and 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; and *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 student will:

1. Assess students’ 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, 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 student’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 student’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 student’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 students and including the strategies recommended 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 teacher conferencing and rubric assessment to help students edit and revise their writing. *35(1)(b)*

Additionally, in the **COLLABORATIVE TEACHER (6-12) program**, the student will:

1. Assess students’ 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 student self-determination and enlisting the support and participation of families in the student’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, students, and family members. *36(1)(b)6*

7. Create effective linkages between students and post-secondary educational institutions and/or the business community to transition students 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*

1. **COURSE CONTENT:** Supervisors will have meetings on campus/appoint as announced. Supervisor schedules on-site field visits during which the laboratory experience is discussed and evaluated.

**7. COURSE REQUIREMENTS:**

* **TIME REQUIREMENTS**

Students will be placed in an **infant and/or toddler practicum setting** throughout the semester. Students will go out 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 student’s first visit. Students will keep a log of clock hours associated with the practicum (form posted). Attendance Log will be checked at every practicum meeting. A final copy will be turned in at the end of the semester in the student’s practicum portfolio. Cooperating teacher must initial the log before every meeting and at the end of the semester.

* **GENERAL GUIDELINES FOR ASSUMING TEACHING RESPONSIBILITIES**

As a general rule, practicum students should be allowed a certain amount of observation time *(1-2 weeks)* in order to familiarize themselves with the students and the settings. Then, they should teach lessons using the teacher’s lesson plans (*about 2 weeks).* Finally, the practicum student should write and teach own lesson plans as well as implement those plans *(the final seven-ten weeks)*. However, this tentative timeline for assuming responsibility can be altered depending on the level of experience of the practicum student and the particular class setting.

* **PRACTICA ASSIGNMENTS**

Throughout your practica placements, you will be expected to **complete** the **assignments, activities, projects listed below**. At the beginning of each placement, sit down with your cooperating teacher and identify those assignments, activities, projects that would be appropriate and feasible to complete during the practicum.

* ***ALL*** assignments must be completed and submitted via Canvas.
* **FAILURE** to complete assignments will cause student to receive an **u**nsatisfactory grade in current practicum placement.
* Assignments will be submitted electronically via Canvas assignment links to supervisor throughout the semester.
* ***ALL*** assignments must be in **the 97- 2003 compatible Microsoft Word Format**. Assignments are to be revised until considered satisfactory by supervisor.
* **Revisions** are **due three days** from the date suggestions/corrections are sent back to you. **You are responsible to and must check your assignments on Canvas daily**.
* Each student will be assigned a University Supervisor, who will make a minimum of three visits during the semester. If you have questions or concerns please contact your supervisor.
* The assignments attached to this practicum will either be checked off or turned in for review to the student’s university supervisor. If the cooperating teacher feels that the specific nature of the practicum placement warrants adaptations or modifications of any of these assignments, he/she should contact the instructor or university supervisor and new requirements will be established according to the unique characteristics of that particular setting. *See following table.*
* In order to provide documentation of the completion of the assignments and verification of your hours, you are to organize a notebook that you will add-to for each practica. Your notebook should be organized as follows: **A) Hours verification sheets; B) Cooperating teacher and university supervisor evaluations;** C**) Self-evaluations**; **D) Completed assignments.**

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| **RSED 7910/7916 PRACTICM GRADUATE LEVEL**  **EARLY CHILDHOOD SPECIAL EDUCATION with INFANTS/TODDLERS**  ***ASSIGNMENTS AND EVALUATIONS*** | | |
| ***NOTE****: Assignments 1- 17, as applicable, are to be completed at each practicum. Cooperating teacher and university supervisor evaluations are completed for each practicum.* | | |
| ***ASSIGNMENT*** | ***DESCRIPTION and ALL FORMS POSTED*** | ***PTS*** |
| 1. **Contact Information**   ***DUE: 2/1/12*** | • Personal contact information (phone #, email address),  • teacher contact information (program #, email address),  • name of program ; any days during semester you will not be following the regular schedule. | **/25 pts** |
| 1. **Weekly Schedule**   ***DUE: 2/1/12*** | • List all of the times you will be at your practicum site,  • what you will be doing (generally) during those times,  • and room numbers where you will be located.  • If, at any time, your schedule changes please email your new schedule to your supervisor ASAP via Canvas. | **/25 pts** |
| **3. Program Emergency Info *DUE: 2/1/12*** | • For each site, make copies of the program’s emergency information *(i.e. weather, fire, intruder, bomb, etc.)* to keep in your portfolio. | ***/50 pts*** |
| **4. Observation of Classroom Procedures**    ***DUE: 2/3/12*** | * Complete one observation form for each class you are   placed at your practicum site.   * Observe the classroom and make notes regarding items on the form that include classroom environment, students, and school environment. * Later, respond to each component in a typed report. | **/25 pts** |
| **5. Observation of a Single Lesson**  ***DUE: 2/3/12*** | * Observe your *cooperating teacher teaching* for two entire days and make notes regarding the items on the form. * Later, respond to each component in a typed report. * You should have one form for each lesson taught each day. | **/25 pts** |
| **6.** **Observation of Individual Students**  ***DUE: 2/3/12*** | * Observe **two students** during the **first two weeks of practicum**. * Make notes of any *accommodations or assistive technology devices* used by the students *or* could be used by students * Later, type a one page paper reporting on your observations and whether you think the accommodations and assistive technology devices being utilized are effective or the effectiveness of your suggestions of devices. * Include any suggestions you may have about additional accommodations or assistive technology devices that could be used to increase student success. * Additionally, report on what you think the students’ needs are in terms of self-determination and ideas you have for promoting self-determination in the students. | **/25 pts** |
| **7. Observation of a Peer Teaching a Lesson**  ***DUE: 2/15/12*** | * Observe one of your peers teaching a lesson and make notes on the “***Observation Report of a Single Lesson”*** form. * Later, respond to each component in a typed report. | **/50 pts** |
| **8. Cooperative Teacher and Practicum Student Selected Activities**  *(minimum of 2)*  ***DUE: 3/26/12*** | * This provides an opportunity for the cooperative teacher and you to select activities that are relevant to the practicum site and your interests. *Discussion and approval by University Supervisor prior to implementation.* * ***Examples of activities include***: *developing a learning center, developing review activities for students, working with a small group of students on remedial instruction, developing and implementing a co-teaching unit, adapting curriculum and instructional materials, developing and implementing a career awareness unit, development and implementation of a Functional Behavioral Assessment (FBA), development and implementation of behavior intervention plan (BIP) that includes at least 3 behaviors including graphing results, development and implementation of lesson using a social story, development of autism specific visual supports for use in a room for an individual student, development of discrete trial activities related to IFSP goals, development of work station activities related to students IFSP goals etc.* * Each student will provide a finished product/picture and explanation of the implemented activities. * Provide a 1 page reflection of the student’s learning and outcomes. | ***/50 pts*** |
| **9.Lesson Plans**  ***DUE:*** | * **Write lesson plans** using the Alabama Course of Study, The Extended Standards, the Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses. * When possible, lesson plans are to be implemented in the practicum setting. * Lesson plans must be **approved** by **BOTH** the cooperating teacher & university supervisor prior to implementation. * Cooperating teachers may add lesson plan requirements to the format found on Blackboard. * After implementing lesson plan***, complete a self-evaluation of lesson*** * **LESSON PLANS INFANT/TODDLER SETTINGS** should be written in the following areas: ***(a) Circle Time; (b) Reading Center Activity; (c) Center Activity; (d) Art Activity; (e) Outside Activity***   • Rubric should be designed to assess student writing.  • **Lesson Plans will be scored using the Departmental Writing Rubric for lesson plans posted.** | /***50 pts each***  ***TOTAL***  ***250 pts*** |
| **10.Intervention Plans RSEC**  ***DUE:***  ***Informal Assessment information, goal, and plan***  ***DUE:***  ***Data Collection***  ***& Graph*** | * Students will **write four intervention plans** using **four different data collection procedures.** * The intervention plans must focus on a **behavioral, cognitive, social, and language goals.** * **For each intervention plan you will have the following:** * Informal assessment information, goal, and plan * Data collection/graph & you must submit data with graph. * Data will be daily/plotted/ and graphed weekly * Reflection using form provided. * **BEGIN IMPLEMENTATION** * Daily Data collection * Data plotted/ graph weekly * You must submit data with graph | **/300 pts**        **/225 pts**  **TOTAL 525pts** |
| **11. Intervention Plan Kit**  ***DUE:***  ***All items will be checked during practicum meeting*** | * Students will create and produce activities that will support the lesson plan portion of the intervention plan * The activities will include the content standards from the ***DEC Developmental Profiles; DEC Recommended Practices; AL EI Standards; Infant/Toddler Curriculum; and additional materials approved by instructor.*** Evidence of this can be provided by indicating which objectives meet the state curriculum standards. * **Intervention Activity Rationale** ***(reason for intervention plan)*** * **Why is the goal important, relevant,& vital to the lives of your students?** * **Why should your students be learning the material at this time? (*motivationally, cognitively, developmentally ready*)** * **Can the material be made interesting to the students?** * **What is the current functioning level of the student based off the goal?** * **Is the intervention used to teach and practice the new skill?** * **The practicum student will create the following:** * **pretests** * **posttest** * ***minimum* of 2 practice activities that will be used to help student reach his/her goal (weekly)** * **manipulatives** * **worksheets** * **teaching resources: posters, workmats, cards, songs, or etc.** * **data collection recordings** * **graph with data plots and narrative of student performance** | /***300 pts*** |
| **12. Service Activity**  ***DUE: 4/16/12*** | * Participate in a service activity during the semester (e.g., proctoring an exam for Program for Students with Disabilities, Special Olympics, tutoring, respite care). * Submit a written report (min 2 pages) describing and reflecting on experience. * ***Each student will have to provide documentation of activity***. | ***/20 pts*** |
| **13. Reflections Reports**  ***DUE: Mondays @ 8 am*** | * Submit via Canvas by 8:00 a.m. on Mondays. * ***Each section on weekly reports should contain at least 5 sentences.*** * The purpose is to ***REFLECT***. If you do not have anything to say then you are **not** ***REFLECTING***. * **Starting Monday, February 6, 2012** | ***/25pts each***  ***TOTAL350 pts***  ***/350 pts*** |
| **14. Attendance Verification**  ***DUE: at each meeting & at end*** | * Complete the attendance verification form daily. * Have your teacher initial it at regular intervals. * You will show it to your supervisor at each meeting. * Your teacher needs to sign the end of each page. * Bring to daily to practicum & at each practicum meeting | ***/100 pts*** |
| **15. Self- Evaluations**  ***DUE:***  ***• Midterm: 2/22/12***  ***• Final: 4/20/12*** | * **INFANT ROOM** * ***PEPE/Resource Evaluation Midterm*** * ***PEPE/Resource Evaluation Final*** * ***Complete self-evaluations prior to reading evaluations from your cooperating teacher.*** * **TODDLER ROOM** * ***PEPE/Resource Evaluation Midterm*** * ***PEPE/Resource Evaluation Final*** * ***Complete self-evaluations prior to reading evaluations from your cooperating teacher.*** | ***15 pts each***  ***TOTAL 30 pts***  ***/30pts*** |
| **16. Cooperating Teacher Evaluations**  ***DUE:***   * ***Midterm: 2/22/12*** * ***Quarterly 3: 3/26/12***   ***Final: 4/20/12*** | * **THREE Professional Standards**= completed by **cooperating teacher** with input from **other teachers** *if appropriate*, and ***supervisor*** * ***ALL Professional Standards listed on the “Professional Standards Evaluation must be met***    + **Midterm**   + **Quarterly 3**   + **Final** * **3 PEPE and Inclusion/Resource Evals =** 1*50 points total*   + Midterm = *50 points*   + Quarterly 3= *50 points*   + Final = *50 points* * **3Clinical Competencies *(use same form for both ratings)***   + **Midterm** = *25 points*   + **Quarterly** 3 = *25 points*   + **Final** = *25 points*   + Provide blank evaluations to your cooperating teacher(s) at least a week in advance. *If co-teaching, each teacher should evaluate performance in the classroom also.* | ***Professional Standards***  ***TOTAL 900 pts***    ***PEPE/Inclusion***  ***50 pts each***  ***TOTAL 150 pts***  ***Clinical Competencies 25 pts each***  ***TOTAL 75 pts***  ***CoopTchr Eval***  ***TOTAL 1125pts*** |
| **17 Supervisor Evaluations**  ***DUE:***  ***• Midterm : 2/22/12***  ***• Quarterly 3: 3/26/12***  ***• Final 4/20/12*** | * **3 Professional Standards**   + Midterm *= 50 points*   + Quarterly 3*= 50 points*   Final *= 50 points*   * **3 PEPE and Inclusion/Resource Evals** *= 150 points Total*  1. In class observation date TBA *= 50 points* 2. In class observation date TBA *= 50 points* 3. In class observations date TBA *= 50 points*  * ***POINTS are based on BOTH Professional Standards points combined with Teacher professional standard evaluations*** | ***PEPE/Inclusion 50 pts each***  ***TOTAL 150 pts***  ***Supervisor’s Eval***  ***TOTAL 150 pts*** |
|  | ***TOTAL NUMBER of POINTS POSSIBLE=*** | **3125 points** |

1. **GRADING AND EVALUATION:** Grades will be either ***S (satisfactory) or U (unsatisfactory).*** Evaluation will occur based on observational ratings given by the course instructor and the on-site supervisor as well as the timeliness and quality of projects assigned by the course instructor. A standardized instrument is utilized for the evaluation of the student's performance during classroom observations.

* Grades will be either ***S (satisfactory)*** or ***U (unsatisfactory***).
* Evaluation will occur based on the following:

**3125-2500 points *= S (satisfactory) ---- 2499*-0 points *= U (unsatisfactory)***

In addition to meeting the Special Education Program requirements for receiving an ***S (satisfactory)*** for practicum are as follows:

* ***ALL***assignments must be turned in.
* **Revisions** must be **made to assignments** *until* they are **considered satisfactory** by the **supervisor** and/or **cooperating teacher**
* Student must **demonstrate *professional standards*** **throughout** the **entire** practicum.
* Student may be assigned a ***U (unsatisfactory)*** in the course for ***failure to demonstrate*** ***professional standards*** ***REGARDLESS*** of supervisor and cooperating teacher evaluations
* Required practicum portfolio components turned in at last meeting

1. **CLASS POLICY STATEMENTS:**

**Professionalism/Dispositions:** As students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Attendance:** The Department of Rehabilitation and Special Education attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see *Tiger Cub*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred. As well, students are expected to arrive to class on time. Two unexcused tardies are equivalent to 1 unexcused absence.

**Assignments:** All assignments should be typed and prepared in a professional manner (e.g., neat, correct grammar, spelling), following APA guidelines. Additionally, assignments are due on the date listed in the syllabus. For each day an assignment is late, 5% will be deducted from the final earned grade for the assignment. **Failure to meet deadlines is included in the professional standards. More than TWO late assignments will be considered a failure in meeting this standard. Failure to meet all professional standards will result a grade of U (unsatisfactory) in the course.**

**Dress Code:** Auburn students 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 students 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.**

**Accommodations for Students with Disabilities:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of his/her Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms but needs accommodations, he/she should make an appointment with the Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* 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.

**Student Academic Grievance Policy**: The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See ***Tiger Cub*** (page 96) for steps toward redress.

**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 internship 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 ***Tiger Cub***)

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