

Auburn University
Department of Special Education, Rehabilitation, and Counseling

COURSE NUMBER: RSED 4910

Course Title: Practicum -Special Education

Credit Hours: 1

Prerequisites: Junior standing or above, admission to teacher education

University Supervisor Collaborative	University Supervisor Collaborative	University Supervisor – Early Childhood
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2. **DATE SYLLABUS PREPARED:** July 2009 (*Updated 1/14*)
3. **TEXTS:** Readings posted on Canvas
4. **COURSE DESCRIPTION** (variable): The practicum provides the 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.
5. **COURSE OBJECTIVES:** A general course objective for all students 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 student 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 student 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
- **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field. 34(2)

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)
- 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
 - 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. 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 teacher conferencing and rubric assessment to help students edit and revise their writing. 36(1)(b)

6. **COURSE CONTENT:**

Date	Description
Collaborative – 1/15 Wednesday 2:00-3:45	1st Meeting: Welcome; Syllabus; School Assignments; Questions
Early Childhood-TBA	
Collaborative-Weekly through 4/23 Wednesdays 2:00-3:45	Meetings: Will discuss progress and teach assignments DUE: Attendance Verification with teacher initials to date
Early Childhood-TBA	NOTE: Love Your Heart Run is February 22. Transition Conference is Monday March 3rd and Tuesday March 4th.
	Final meeting: Turn in hard copies of attendance verification and ALL evaluation forms.
TBA	Supervisor Visits to Practicum Sites (3-4 per student)

7. **COURSE REQUIREMENTS:** The student 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.

- Students will 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 student's first visit. The student and cooperating teacher will determine the best days and times to come based upon the cooperating teacher's daily schedule and the student's class schedule. **The student should be at the practicum site a minimum of three days per week and a minimum of 4 hours per day. These 4 hours should be time you have direct contact with students (i.e. cannot include planning times).**
- Students will keep a log of clock hours associated with the practicum (form on Canvas). 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 sign at the end of each page and end of the semester.
- **All assignments must be completed and submitted via Canvas. Failure to**

complete assignments will cause student to receive an unsatisfactory 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 or .pdf 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.** Please combine .pdf files of observations into 1 document per observation form and ensure scanned documents are rotated so they are in the proper orientation for viewing. **You must check your assignments on Canvas daily.**

- The practicum student should be allowed a certain amount of observation time (two-three weeks recommended) in order to familiarize himself or herself with the students and the setting. Then, he or she should be ready to assist the teacher for a short period utilizing the cooperating teacher's lesson plans (two-three weeks recommended). Finally, the practicum student should be ready to "take over", e.g., write their own lesson plans as well as implement those plans (the final seven-ten weeks).
- Each student will be assigned a University Supervisor, who will make *a minimum of two* 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.*

RSED 4910 Assignments and Evaluations
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<i>Assignments</i>	<i>Description</i>	<i>Earned/ Possible Points</i>
Memorandum of Understanding DUE: 1/20	Students must sign the Memorandum of Understanding and submit on Canvas (form on Canvas).	<i>No points. Must submit to begin practicum.</i>
Attendance Verification <i>(Form on Canvas)</i> DUE: <i>At each meeting and final copy on Canvas 4/28</i>	Complete the attendance verification form daily. Have your teacher initial it weekly and sign the bottom when you fill a page. You will show it to your supervisor at each meeting, submit the final version on Canvas, and submit a hard copy at the end of the semester.	<i>/100</i>
Contact Information <i>(Form on Canvas)</i>	Personal contact information (phone #, email address), teacher contact information (school #, email address), name of school principal, any days during the semester you will not be	

DUE: 1/27	following the regular schedule.	/50
Weekly Schedule (Form on Canvas) DUE: 1/27	List all of the times you will be at your practicum site, what you will be doing (generally) during those times, teacher names, and room numbers where you will be located. If, at any time, your schedule changes please notify your supervisor and upload your new schedule to Canvas ASAP.	/50
School Emergency Information DUE: 2/3	For each site, make copies of the school's emergency information (i.e. weather, fire, intruder, bomb, etc.) to keep in your portfolio. You should have all necessary information so that you could respond independently in the case of an emergency situation. Scan the information and submit on Canvas.	/50
Lab Student Responsibilities (Form on Canvas) DUE: 2/10	Complete this form at each site with your teacher to designate what is expected of you throughout your placements. It is acceptable to plan multiple weeks at a time. At a minimum, you should submit a week in advance. It is acceptable for revisions/updates to be made to it. You and your teacher must initial each revision/update. Submit on Canvas.	/100
Observation of Classroom Procedures (Form on Canvas) DUE: 2/10	Observe classroom and make notes regarding items on form. Later, respond to each component in a typed report. Submit on Canvas. Rubric available on Canvas.	/50
Observation of Single Lessons (Form on Canvas) DUE: 2/10	Observe your cooperating teacher teaching for one entire day and make notes regarding the items on the form. Later, respond to each component in a typed report. You should have <i>one form for each time period/block/lesson/activity</i> for the day.	/50
Observation of Individual Students DUE: 2/10	Observe two students during the first three weeks of practicum. Make notes of any <i>accommodations or assistive technology devices</i> used by the 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. 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 <i>self-determination</i> in the students.	/50
Lesson Plans (Forms on Canvas) DUE: (see next column)	Write lesson plans using the Developmental Profiles, preschool standards, Alabama Course of Study, 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 the cooperating teacher prior to implementation. Cooperating teachers may add lesson plan requirements to the format found on Canvas. Lesson plans should be written in the following areas:	50 points each TOTAL: 250/300 /250 (ECSE and elem. settings) /300

	<p>INFANT/TODDLER SETTINGS:</p> <ul style="list-style-type: none"> ➤ Motor Skills DUE 2/17 ➤ Cognition DUE 3/3 ➤ Communication DUE 3/17 ➤ Adaptive Behavior DUE 3/24 ➤ Personal-Social DUE 3/31 <p>PRESCHOOL SETTINGS:</p> <ul style="list-style-type: none"> ➤ Reading DUE 2/17 ➤ Math DUE 3/3 ➤ Communication DUE 3/17 ➤ Science/Social Studies DUE 3/24 ➤ Writing/Motor DUE 3/31 <p>ELEMENTARY SETTINGS:</p> <ul style="list-style-type: none"> ➤ Reading DUE 2/17 ➤ Math DUE 3/3 ➤ Social Studies DUE 3/17 ➤ Science DUE 3/24 ➤ Writing DUE 3/31 <p>(should include developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum) Rubric should be designed to assess student writing.</p> <p>SECONDARY SETTINGS:</p> <ul style="list-style-type: none"> ➤ Social Skills DUE 2/17 ➤ Vocational Skills DUE 3/3 ➤ Independent Living Skills DUE 3/17 ➤ Leisure Skills DUE 3/24 ➤ Reading DUE 3/31 ➤ Writing DUE 3/31 <p>(should include developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum) Rubric should be designed to assess student writing.</p> <p><i>Lesson Plans will be scored using the Departmental Writing Rubric for lesson plans on Canvas</i></p>	(secondary settings)
<p>Intervention Plans <i>(Forms on Canvas)</i></p> <p>DUE: 2/24 Informal Assessment information, goal, and plan</p>	<p>Students who are completing their first practicum will write one intervention plan using a data collection procedure. The intervention plan must focus on an academic goal. For each intervention plan you will have the following:</p> <ol style="list-style-type: none"> a. Entire Intervention Plan b. Weekly Progress Reports (data, graph, narrative) c. Reflection using form on Canvas <p>Students who are completing their second or third practicum will write two intervention plans (1 academic, 1 behavioral) using different data collection procedures. For each intervention plan</p>	<p>Inf. As, goal, plan 400 points</p> <p>Graphs: 45 points each (225 total)</p> <p>Reflection: 45 points</p> <p><i>Total points: 670</i></p>

Due: Progress Reports (Data, Graph, Narrative) 3/31 4/7 4/14 4/21 4/28 Reflection due: 4/28	you will have the following: d. Entire Intervention Plan e. Weekly Progress Reports (data, graph, narrative) f. Reflection using form on Canvas Begin implementation 3/17 All components to be submitted on Canvas	
Intervention Plan Kit Due: 3/17 <i>Submit on Canvas (complete list and information including pictures of manipulatives)</i>	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 developmental standards, preschool standards, Alabama Courses of Study, and/or the Alabama Occupational Diploma curriculum and must be considered in the development of the activities. Evidence of this can be provided by indicating which objectives meet the state curriculum standards. <u>Intervention Activity Rationale</u> (The reason for intervention plan) <ul style="list-style-type: none"> • Why is the goal important, relevant, and 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? <u>The practicum student will create the following:</u> <ul style="list-style-type: none"> • Pretest/posttest if applicable • a minimum of 2 practice activities that will be used to help the student reach his/her goal (weekly) • manipulatives • worksheets • teaching resources: posters, workmats, cards, songs, etc. • data collection recordings • graph with data plots and narrative of student performance • 	/300
Resume DUE: 4/7	Write a resume for the purpose of obtaining a teaching job. Submit on Canvas.	/50
Reflection Reports <i>(Form on Canvas)</i> DUE: Every Monday by	Submit via Canvas by 8:00 a.m. on Mondays. Each section on the reflection report 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 change for next week?	25 points each TOTAL: 325 /325

8:00 a.m. Starting : 1/27 Final RR due Mon 4/28		
Self Evaluations <i>(Forms on Canvas)</i> DUE: Midterm – 3/3 Final –4/28	2 self-evaluations using the Classroom Observation Form <ul style="list-style-type: none"> ○ midterm ○ final Complete self-evaluations prior to reading evaluations from your cooperating teacher. You must include comments in each section of the form.	<i>15 points each</i> TOTAL:30 /30
Cooperating Teacher Evaluations <i>(Forms on Canvas)</i> DUE: 1st quarter – 2/17 2nd Quarter/ Midterm – 3/3 3rd quarter- 4/7 4th Quarter/Final – 4/28	<ul style="list-style-type: none"> • 4 Professional Dispositions – completed by special education cooperating teacher with input from general education teachers if appropriate <ul style="list-style-type: none"> ○ 1st quarter ○ 2nd Quarter/Midterm ○ 3rd quarter ○ 4th Quarter/Final <p>**It is expected that students will demonstrate acceptable professional dispositions throughout their field experience. If, at any time, there is concern about a student’s professional disposition, the student will be notified through the professional dispositions evaluation. All subsequent professional dispositions evaluations must be acceptable in order to pass the field experience, regardless of the total accumulated points at the end of the semester.</p> <ul style="list-style-type: none"> • 4 Classroom Observation Forms <ul style="list-style-type: none"> ○ 1st quarter ○ 2nd Quarter/Midterm ○ 3rd quarter ○ 4th Quarter/Final <p>Provide blank evaluations to your cooperating teacher(s) at least a week in advance. <i>If co-teaching, general education teachers should evaluate performance in the classroom also.</i></p>	<i>Classroom Observations 60 points each</i> (TOTAL: 240 points) TOTAL: 240
Supervisor Evaluations <i>(Forms on Canvas)</i> Tentative schedule: Obs 1 – 2/24 Obs 2 – 4/7 Obs 3- 4/28 Additional observations may be scheduled if possible.	<ul style="list-style-type: none"> • 3 Professional Dispositions <ul style="list-style-type: none"> ○ Observation 1 ○ Observation 2 ○ Observation 3 <p>**It is expected that students will demonstrate acceptable professional dispositions throughout their field experience. If, at any time, there is concern about a student’s professional disposition, the student will be notified through the professional dispositions evaluation. All subsequent professional dispositions evaluations must be acceptable in order to pass the field experience, regardless of the total accumulated points at the end of the semester.</p>	<i>Professional Dispositions 1200 points total</i> <i>(teacher and supervisor evaluations combined)</i> <i>Classroom Observations 60 points each</i> (TOTAL 180)

Due to different multiple Spring Breaks, it may only be possible to do 2 observations.	<ul style="list-style-type: none"> 3 Classroom Observation Forms <ul style="list-style-type: none"> In class observation dates TBA (see due dates for general idea) 	<i>points)</i> TOTAL: 1380
Exit Surveys 4/21	Students must complete COE field experience surveys on TK20	<i>No points – MUST have to pass</i>

8. **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.

All Settings

80-100% of points AND is acceptable in all professional dispositions = S (Satisfactory)

0-79% of points AND/OR is unacceptable in one or more professional dispositions = U (Unsatisfactory)

In addition the following criteria must be met to earn an S in the course:

- All assignments must be submitted.
- Revisions must be made to assignments until they are considered satisfactory by the supervisor and/or cooperating teacher. Revisions are due within 3 days of receiving feedback.
- Students must adhere to all policies outlined in the syllabus, COE handbook, and special education student handbook.
- Students must earn ratings of approaching competence or higher on final evaluations.
- Hard copies of attendance verification and all evaluation forms must be turned in at last meeting.

9. CLASS POLICY STATEMENTS:

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

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

Attendance: All absences must be excused. No more than 2 excused absences are permitted. Students must call supervisor and cooperating teacher on cell to inform of absence in advance. All absences must be made up prior to the end of the final examination period. At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see the Student Policy eHandbook at www.auburn.edu/studentpolicies). 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. Students are expected to arrive to practicum on time. Two unexcused tardies are equivalent to 1 absence. For practicum, all excused absences must be made up during finals period with approval from cooperating teacher and university supervisor. If the cooperating teacher dismisses due to testing, ask if you can observe in the severe classroom. ***Any teacher-initiated absences must be approved by the supervisor. Attendance at practicum meetings is required.***

Assignments: Written assignments are expected to be typewritten, grammatically accurate, 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 via Canvas. Failure to complete any assignment will cause student to receive an unsatisfactory grade in current practicum placement.***

Additionally, assignments are due on the date listed in the syllabus. **For each day an assignment or revision is late, 10% will be deducted from the final earned grade for the assignment. Demonstrating responsible and ethical professional practices is included in the professional dispositions. More than 2 late assignments will be considered a failure in meeting this standard. Failure to meet all professional dispositions 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.
- (7) Tattoos and non-traditional piercings must not be visible.

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 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).

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