Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 4910

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

**CREDIT HOURS:** 1

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

**CO-REQUISITES:** None

# **University Supervisor Information**

## Elementary and Secondary Placements:

Mrs. Schweck

1234B Haley Center

(334)844-3588

(334)524-6493

kschweck@auburn.edu

Office hours by appointment

Mrs. Duffy

(334) 744-5433

asd0028@auburn.edu

Office hours: By appointment

Dr. Hinton

Office: Haley Center 1234D

Cell: (334) 707-1494

vmh0002@auburn.edu

 Office hours: By appointment

## Early Childhood Placements:

Dr. Hinton

1234D Haley Center

(334)707-1494

vmh0002@auburn.edu

Office hours by appointment

2. **TERM**: Spring 2018

**DAY/TIME**:

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

**SYLLABUS PREPARED**: July 2009 (Updated 1/18)

3. **TEXTS**:

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

4. **COURSE DESCRIPTION**: (variable) The practicum provides the 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. **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 students, as well as the specific programs. 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 groups; 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
13. **Faculty.** A specialist with identifiable appropriate expertise is required in each special education teaching field; 34(2)

### In the Early Childhood Special Education program, the 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, provide care for the young child with special needs; 37(2)(b)3
4. Work collaboratively with members of an interdisciplinary team in assessment and intervention efforts; 37(2)(b)4
5. Adapt methods and materials to the needs of children with varying exceptionalities from birth through age eight; 37(2)(b)5
6. Use observational/assessment techniques and instruments appropriate for children with varying exceptionalities from birth through age eight. 37(2)(b)6

### In the **Collaborative Teacher (K-6)** program, the 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, and modifying and adapting the classroom setting, curricula, teaching strategies, materials and equipment; 35(1)(b)2
3. Utilize practices to encourage family support in the 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 recommend in the Alabama Reading Initiative publications including Essential Skills of Teachers of Reading; 35(1)(b)10
11. Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing, and writing across the curriculum; 35(1)(b)11
12. Use peer and 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, student, 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 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)12

6. **Course Content:** All Dates Listed in Assignments/Evaluation Table on following pages.

| Date | Descriptiom |
| --- | --- |
| 1/17/18 for Elementary and Secondary practicumTBA for Infant/toddler and Preschool practicum | First meeting: Welcome, Syllabus, School assignments, Questions |
| Weekly Meetings through 4/25/18Elementary and Secondary- Wednesdays 2:00-3:45 p.m.Infant/toddler and Preschool - TBA | Will discuss progress and teach upcoming assignmentsHard copies of attendance verification and all evaluation forms will be turned in at the last meeting. |
| TBA | Supervisor visits to practicum sites (2-3 per student) |

7. **Course Requirements:** Students 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, students 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 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 3 days per week and a minimum of 4 hours per day. These 4 hours should be times the student has direct contact with students (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. Students will obtain teacher initials weekly and submit on Canvas. Students will turn in a final copy containing the teacher’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 in .pdf format. Students 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. Students must check Canvas every day.
6. Work with cooperating teachers on a schedule that permits the student some time to observe and assist before taking over instructional duties.
7. Work with supervisor to arrange a minimum of two visits for classroom observations during the semester. One of these may be electronic.
8. Communicate assignments with cooperating teacher. If the cooperating teacher has questions or concerns about any of the assignments, the student should ask the teacher to contact the supervisor.

## **Assignments and Evaluations**

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

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| Memorandum of Understanding and Syllabus Signature PageDUE: 1/22 | Students must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas.  | No points. Must submit to begin practicum. |
| CEC MembershipDUE: 1/22 | Students are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit verification of your student membership showing the membership number on Canvas. | No points. Required to pass practicum. |
| Attendance VerificationDUE: Weekly beginning 1/29 on Canvas and final hard copy on 4/30  | Complete the attendance verification form daily. Have your cooperating teacher initial the form weekly to verify your attendance and sign the bottom of each page when a page is completed. You will submit the form weekly on Canvas as well as a hard copy of your final attendance verification at the end of the semester.You must inform your supervisor(s), and your cooperating teacher of any absences in advance. All absences must be made up and excused. Excuses can be submitted with attendance for the week. Write in the missed day with a line through the times and make a note about your absence in the notes column. Write in the makeup day with times in and out and a note saying "Makeup day from \_\_\_\_\_". | 100 points |
| Reflection ReportsDUE: Every Monday by 8:00 a.m. beginning 1/29 through 4/30 | Complete the Reflection Report form weekly and submit on Canvas. Each section on the form should contain at least 5 sentences. The purpose is to reflect on your performance. What did you do well? What could you do differently? What do you need to learn more about? What do you need to change for next week? | 25 points each |
| Weekly Schedule and Contact InformationDUE: 1/29 | Provide personal contact information, teacher 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 teacher(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 InformationDUE: 2/5 | Make copies of the school’s emergency procedures for severe weather, fire, and intruder. You must describe signals/sirens, specific procedures to follow, and evacuation routes/destinations. Submit on Canvas. | 50 points |
| Lab Student ResponsibilitiesDUE: Weekly beginning 2/5 | Complete this form with your teacher to designate what is expected of you throughout your placement. This is not a reprint of your schedule. It is acceptable to plan for multiple weeks at a time, but it must be updated at least every week. It is acceptable for revisions/updates to be made. Submit on Canvas with teacher initials weekly and a signature at the end. | 100 points |
| Observation of Single Lessons/ActivitiesDUE: 2/12 | Observe your cooperating teacher for one entire day and make notes regarding items on the form. Later, respond to each component on the form. You should have one form for each time period/lesson/activity that occurs for one entire day. | 50 points |
| Lesson PlansDUE: 2/193/194/2 | Write lesson plans using the Developmental Profiles, preschool standards, Alabama Course of Study Standards, Extended Standards, Transition Standards, Skills of Teachers of Reading, and/or curriculum-based assessments introduced to you in your courses or practicum placement.If possible, lesson plans should be implemented in your practicum placement. Lesson plans must be approved by your cooperating teacher prior to implementation. Cooperating teachers may add lesson plan components to the format provided on Canvas.Any powerpoints, worksheets, etc. should be included in the lesson plan submission.Lesson plans should be written in the following areas in the order listed.Infant/Toddler Settings:* Communication Skills
* Adaptive Behavior Skills
* Personal-Social Skills

Preschool Settings:* Communication Skills
* Science/Social Studies
* Writing/Motor Skills

Elementary Settings:* Social Studies
* Science
* Writing (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). A rubric should be designed to evaluate student writing.

Secondary Settings:* Writing (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). A rubric should be designed to evaluate student writing.
* Independent Living Skills or Vocational Skills
* Social Skills or Leisure Skills
 | 50 points each |
| Intervention PlansDUE: Part 1-Baseline data plotted on graph and entire plan due 3/5Part 2-Progress reports (data, narrative, graph) due weekly beginning 4/2Part 3-Description and written analysis due 4/30 | Students will write, implement, and measure progress for one intervention plan. The intervention plan should focus on an academic goal in math or language arts. All parts will be submitted on Canvas.Begin implementation on 3/26 | Part 1 – 100 pointsPart 2 – 50 points eachPart 3 – 50 points |
| Intervention Plan KitDUE: 3/19 | Students will create and produce activities that will support the implementation of the intervention plan and submit all components on Canvas.Answer the following questions and provide evidence of your materials:Intervention Activity Rationale:* Why is the goal important, relevant, and vital to the life of your student?
* Why should your student be learning the material at this time (motivationally, cognitively, developmentally)?
* How do you plan to make the material interesting for your student?
* What is the current functioning/skill level of the student regarding your goal?
* Is the intervention used to teach and practice the skill?

You will create and upload pictures of the following items as applicable:* Pre-test/post-test
* At least 2 practice activities that will be used to help the student practice the skill
* Manipulatives
* Worksheets
* Teaching resources: posters, workmats, cards, songs, etc.
* Data collection documents
 | 100 points |
| ResumeDUE: 4/16 | 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 |
| Self-EvaluationsDUE: Midterm- 3/5Final – 4/30 | Complete a self-evaluation using the classroom observation prior to reading evaluations from your cooperating teacher. Include comments in each section of the form. | 15 points each |
| Cooperating Teacher EvaluationsDUE:2/12 – Dispositions and Progress Report only3/5 – Dispositions, Progress Report, and Classroom Observation4/2- Dispositions, Progress Report, and Classroom Observation4/30 – Dispositions, Progress Report and Classroom Observation | Provide appropriate forms to your cooperating teacher at least a week in advance. If you are in inclusion settings, you should also provide a classroom observation form to your general education teacher. Be sure to complete all demographic information prior to providing the forms to your teacher(s). Make sure all forms contain signatures before uploading to Canvas.4 Personal and Professional Disposition Assessments – completed by your cooperating teacher with input from general education teacher(s) as appropriate. Cooperating Teacher disposition evaluations will be considered in Dispositions evaluations from your supervisor.It is expected that students 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 student’s professional dispositions, the student will be notified through a professional dispositions evaluation 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 600 point deduction. 4 Progress Reports – completed by your cooperating teacher with input from general education teacher(s) as appropriate. If any concerns are reported, the *Actions for Intervention* chart (on Canvas) will be followed.4 Classroom Observations – Please ask your cooperating teacher to include comments pertaining to your areas of strength and areas in need of improvement. | 60 points each – Classroom Observations |
| Supervisor EvaluationsObs 1 – TBAObs 2 – TBAObs 3 – TBADUE: the Monday following the receipt by 8am | Submit signed evaluation forms from your supervisor on Canvas.2-3 Classroom Observations  | 60 points each |
| Supervisor DispositionsDUE: the Monday following receipt by 8am | Supervisor will complete a Personal and Professional Dispositions Evaluation at least two times during the semester (midterm and final). Sign and submit on Canvas.It is expected that students 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 student’s professional dispositions, the student will be notified through a professional dispositions evaluation 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 600 point deduction.  | 600 points each |
| Exit SurveysDUE: 4/30 | Complete COE field experience surveys on TK20 as well as departmental surveys on Qualtrics. | No points – Must complete to pass. |

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

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

* 80-100% of points on assignments are earned and final dispositions evaluation contains ratings in at least the *Development of Principles and Practice* indicator
* Students 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
* Hard copies of attendance verification and evaluation forms were turned in

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

9. **Class Policy Statements**:

Participation: Students are expected to participate in all class discussions and participate in all activities. Students 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 student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance: Attendance at practicum meetings is required. Attendance for 12 hours, 3 days a week, 4 hours per day is required at your site. All absences must be excused. No more than 2 excused absences are permitted. Students must call supervisor and cooperating teacher on cell phone to inform of absence in advance. All absences must be made up prior to the end of the final examination period with approval from supervisor and cooperating teacher. At the discretion of individual instructors, 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 instructor must be in receipt of the original documentation within seven days from the date of the absence.

Excused Absences: Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’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.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. The student must notify the instructor prior to the occurrence of any excused absences. In no case shall such notification occur more than one day after the absence.  Appropriate documentation for all excused absences is required. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences.

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

Video Observations:You may be required to record one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading and confidentiality protection. It is recommended that you practice these steps prior to your planned recording to avoid any problems. You will record the teaching segment with your own device. Then you must create a YouTube account if you do not already have one. Next, you must adjust the privacy settings so that no one can see your videos without your permission and a password. Then you must upload your video and share it with your supervisor at brumbka@gmail.com. The links below will help you if you need it. Remember, you must protect the confidentiality of your students at all times. The video must be deleted from your personal device and YouTube after your supervisor has reviewed it. Please note: some schools require special permission to video students. A letter can be provided for you to send home in advance. Please request the letter at least a week in advance of your planned recording date. Also note that instructions are provided on Canvas on blurring faces in videos to protect confidentiality.

Create you tube account [Link to Create YouTube Account](Link%20to%20Create%20Youtube%20Account)

Privacy settings  [Link to YouTube Privacy Settings](Link%20to%20YouTube%20Privacy%20Settings)

Upload video  [Link to Directions on Uploading Videos to YouTube](Link%20to%20Directions%20on%20Uploading%20Videos%20to%20YouTube)

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

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. No leggings.
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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

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

Course Contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs an addendum to your syllabus and/or course assignments will replace the original materials.

# Syllabus Signature Statement

I have read and reviewed the **RSED 4910 Special Education Practicum Syllabus for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in this document.** 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 students and any information pertaining to them.

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Student Signature Date