# AUBURN UNIVERSITY SYLLABUS

**Spring 2025**

1. Course Number: CTSE 7910 (Science Education)

Course Title: Practicum in Area of Specialization for Non-Practicing Teachers Prerequisites: Departmental Approval

Corequisites: None Class sessions: Variable

Professor:

Dr. Melody Russell

Office: 5004 Haley

Email: [russeml@auburn.edu](mailto:russeml@auburn.edu)

I will respond to emails typically within 48 hours unless I am away from the office. If you do not hear back within 48 hours of emailing please send another email.

1. Date Syllabus Prepared: Revised edition for non-practicing teachers only, **January 2025**
2. Texts: Textbook and/or other resources (journals, research monographs, unpublished research, etc.) Selected as appropriate to the individual practicum topics. Annotated bibliography format:<http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945>

# Cultural Diversity, Equity and Social Justice

“I don’t care that you know. I want to know that you care”

Author Unknown

This course reflects the College of Education’s commitment to inclusion and inclusive excellence

Guidelines for course:

* Teacher candidates are to be effective in their roles as culturally responsive teachers, designing and implementing sound meaningful and balanced instruction with the full range of learners.
* Teacher candidates are to be effective as they assist learners in their comprehension of inclusion and inclusive excellence
* Teacher candidates are to be effective in their contributions of thoughtful and informed discourse to their own educational communities as they work to build equitable and supportive environments learners.
* The classroom discussion and context of all assignments are to be conducted in a professional manner that promotes respect for all opinions and perspectives. Derogatory comments, sarcasm, or disrespect of any kind may result in immediate dismissal and/or removal from the course.
* Discussions and information shared are confidential and opinions expressed are solely the opinion of the individual that shares their opinion.

Instructors/University Supervisors: Dr. Melody Russell (russeml@auburn.edu)

1. Course Description:

Provides individual students with experiences relating theory and practice in a school setting. The practicum is designed to provide teaching experience related to the area of specialization. It is designed to provide students with study and teaching practice that will assist them in gaining expertise/experience within a selected area of specialization. Flexibility is provided through choice of project that will provide meaningful learning in practice with regard to their current needs and future professional activities. This project will also serve as the **Graduate Professional Work Sample (GPWS)** required by the College of Education. GPWS’s are rated in four areas: *Planning, Implementation, Reflection, and Analysis of Student Work*. **Sample student projects are available for guidance.**

The approved project associated with the practicum should entail a **30 hours per credit hour** of documented work or involvement in the school to be arranged per approval of the instructor and cooperating teacher. Students will have meetings dates either on campus or via an online platform (Canvas/Panopto, Zoom or another virtual platform).

Students are required to attend all meeting dates (TBA)

Students are required to have fingerprint/background checks and TB test.

1. Course Objectives:

The course is designed to:

* 1. Provide experience closely relating theory and practice in a school setting.
  2. Provide choice from various and flexible learning experiences to afford the student the opportunity to achieve required or desired experience in an area of specialization.

Students will be able to:

* 1. In consultation with the professor and classroom teacher, select one field-based project/study from an area of study related to their areas of specialization and document field hours in implementing it.
  2. Submit an annotated bibliography of references related to their field project/study.
  3. Write a proposal to guide completion of the field project. The proposal will include a description of the project/study, rationale for it, objectives, activities to be implemented in completing the project (including resources), and evaluation.
  4. Submit evidence of study/project completion, such as a finished product or paper, and results.

1. Present the study/project and important learning from it to the class. The course content is developed based upon the individual student’s approved project/study proposal.

*(See attached guidelines for submitting practicum proposals.)*

* 1. The length of time expended in the course will depend on the required minimum time in the school placement (30 hours/credit hour) along with the required course meetings and work outside of the school placement.
  2. The student is expected to spend a minimum of 30 hours/credit hour of documented practice in the classroom. Some learning experiences will require more hours in the school and outside of school than others, depending upon the activity to be accomplished.

1. Course Requirements/Evaluation:
   1. Attend an orientation session with the professor.
   2. Identify a topic within the choice of professional experiences project.
   3. Prepare an annotated bibliography using the *Publication Manual of the American Psychological Association* (7th edition). (Minimum of 10 references; at least one text or book in project area; all articles must have cited literature within them).
   4. **Prepare a calendar schedule** for meeting your 30 hours/per credit hour of field work in your school.
   5. Obtain appropriate written permission from your school and assigned teacher to implement your project. Check with your course instructor if you have any question about this.
   6. Write a proposal describing the study/project and a plan for completing and evaluating the study/project.
2. Class meeting dates (tentative and subject to change): Meeting #1 Orientation-
3. Wednesday January 15, 2025

Meeting #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting #4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting #5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Meeting #6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class will meet for a minimum of six (6) required times with the professor on the practicum project during the semester. Locations TBA. Other individual student meetings can be scheduled as needed. The meetings can be virtual, face2face, or via email check-in. At least 4 of the meetings will be virtual or face2face.

* 1. Orientation meeting – Set future meeting dates and overview of syllabus
  2. Week 3 or Week 4 – Project selection, annotated bibliography, permissions, calendar schedule –-checkpoint via email
  3. Week 6 or Week 7 – Project proposal-checkpoint via email
  4. Week 9 or Week 10 – Project progress and field hours–checkpoint via email
  5. Week 12 or Week 13 – Project progress and field hours checkpoint– email
  6. Week 15 – Submit and present final paper or finished product

Class Policy Statements

Participation: Students are expected to participate in all class discussions and participate in all exercises. 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/Absences: Attendance is required at each class meeting. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Students are expected to attend all scheduled classes on campus AND scheduled field hours. Students may complete field experiences either face2face or remote/virtual based on the school placement site. You should give prior notice whenever possible of any extenuating circumstances that cause you to miss class or field commitment – notification does not mean that you are excused from class. **Only documented excuses as listed in the AU student handbook are permissible without penalty**; **and documentation must be submitted within seven days of missing class.** Students will lose five points from their final course grade for each undocumented/unexcused absence. Two tardies to class (more than 5 minutes late) will count as one unexcused absence and will result in a loss of five points from the final course grade. After three unexcused absences (or 4 tardies), students will be referred to the Office of Student Affairs to be withdrawn from the course.

Students are responsible for checking class emails and Canvas daily, if you use email or Canvas. You are to use your AU official email address only for all correspondence with the instructor for the class. Classroom Behavior: The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook at <http://www.auburn.edu/student_info/student_policies/>for details of this policy.

Participation: Students are expected to attend all scheduled class meetings and participate in discussions and in all facets of the project. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed meetings and late work. **Failure to submit work on scheduled due dates without prior agreed upon arrangement will result in point loss. Work that is more than one week late will not receive credit.**

Attendance/Absences: **Attendance is required at each class meeting as well as a minimum of 30 clock hours/per credit hour in field placements.** All missed field hours must be made-up as soon as possible to meet the minimum required hours for the practicum. Other than sudden illness or family emergency, students must notify their classroom teacher and instructor in advance of any missed obligation, and make agreed upon arrangements to make up missed time. Students should do the same immediately after a sudden illness or emergency as soon as possible. Students who frequently miss required field obligations (more than three times) and scheduled campus meetings (more than one) will not be able to obtain the required assistance and minimum hours for the practicum and will be withdrawn from the course.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked 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 my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the AU student handbook Rules and Regulations pertaining to Cheating will apply to this class.

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 inclusion and inclusive excellence

 Model and nurture intellectual vitality

# Justification for Graduate Credit

This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a product for presentation and evaluation.

**Late/remedial work policy**

**Please note assignments will not be accepted late unless the student has a university approved excuse.**

Grading Scale:

|  |  |
| --- | --- |
| A | 90%-100% |
| B | 80%-89% |
| C | 70%-79% |
| D | 60%69% |
| F | <60% (59 and below) |

Grades of “D” are possible, but do not give credit for this course-failure (D or F) is not an option.

***General grading rubric for assignments*** 100%: beyond the call of duty; strikingly impressive; excellent in every way 90%: both complete and showing evidence of original, active, critical thought 80%: all specified aspects of assignments minimally completed

<75% one or more aspects of assignments missing or unacceptable

Evaluation: The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Students must pass the course with nothing less than an 80 to receive an S rating. Weighted components will be the following:

* 1. Annotated Bibliography (See website; minimum of 10 references; at least one book) up to 10 points
  2. Proposal up to 20 points
  3. Meeting with professor and checkpoints completed up to 10 points
  4. Final created project product(s) or artifact(s), and evaluation results up to 50 points
  5. Final PowerPoint presentation of project and learning (5-10 minutes) up to 10 points

Field Based Project/Study Areas of Choice – Any proposed project must be planned in concert with your classroom teacher and have his/her permission in writing to do so. Signature of the mentor teacher on the cover sheet from the proposal is required. Students must provide information to teacher no later than February 21 as to the topic of choice and contact the instructor of the course by this due date as well with the topic of choice.

1. **Curriculum Development** – You will propose to develop a small area of curriculum to meet a targeted need or learning goal in the topic area of interest or specialization in the secondary classroom. Curriculum development, even on the small scale, goes through a research and development (R & D) process or cycle where new curriculum is developed based on research on best practice, tested with students in real classrooms, and then modified for greater success in the next round of testing before being packaged for widespread use. The goal in this process is both pedagogical ease of use and maximum student learning. You will be required to complete one round of the R&D cycle with your curriculum. **Curriculum can be the development of a unit (series of lessons and assessment) that meets a learning need.** This project may be designed with knowledge of curriculum and teaching developed in the core disciplinary courses, CTSE 4090/4100/7510/7530/7540. **You must obtain your teacher’s approval in writing before testing any new curriculum elements in the classroom.**
2. **Teaching Practice** – You will propose to implement a teaching method that can be used to help students learn in the topic area of interest or specialization in the secondary classroom. Numerous teaching methodologies exist that are supported by research in helping students learn better under specified contexts. Examples include peer tutoring, cooperative learning, and immediate feedback, to name a few. You must devise an assessment plan to determine the effectiveness of your implemented method within your teacher’s existing curriculum. This project may be designed with knowledge of teaching practice developed in the core disciplinary courses, CTSE 4090/5090/5100/7510/7530/7540. **You must obtain your teacher’s approval in writing before testing any new teaching approaches in the classroom.**
3. **Assessment Development** – You will propose to research and develop appropriate authentic assessments (formative and/or summative) that better gauge what students ‘know and can do’ in the topic.
4. area of interest or specialization in the secondary classroom. Many new, reform-based, standards-based curricula exists that need stronger means of assessing students in authentic situations. Devised assessments must meet learning goals as well as give the classroom teacher feedback on student learning before end-of- unit testing. New assessments must be ‘tested’ on students in appropriate settings at low risk in order to obtain needed data for refinement and future use. **You must obtain your teacher’s approval in writing before testing any new assessments in the classroom** who have IEPs may require the approval of their IEP committees before changing intervention

# D.Differentiated Instruction Plan – You will propose to research and develop a systemic plan to meet the learning needs of diverse learners in the topic area of interest or specialization in the secondary classroom. Diverse learners may include, but not limited to, English language learners, inclusion students, students from different backgrounds to name a few. Many general educational approaches do not take into account meeting the needs of these students. Meeting the needs of these learners is important for ALL students to achieve at high levels. You will implement your plan and must assess its effectiveness on student learning. You must obtain your teacher’s approval in writing before implementing any new approach to meeting the needs of your targeted population in the classroom. Proposals involving special education student’s strategies. Satisfactory grades will be assigned for meeting minimum required hours in the school placement (30 hours/credit hour) and for projects that earn at least 80 points or above.

1. **Save and submit your final project to your graduate advisor for scoring on April 30, 2025 via CANVAS by 5:00pmCST and to meet your GPWS requirement (see instructor of course relative to this requirement for doctoral students.**

**Please note: The note the first official day of class is Wednesday January 15, 2025, and the last official day of classes is Wednesday April 30, 2025, at Auburn University.**

**Science Education Clinical Residence Code of Conduct:**

**Please be mindful that appropriate conduct is paramount to the success of your Clinical Residency. Students are required to adhere to the following guidelines regarding dress code:**

* **No flip-flops**
* **No baseball caps or hats**
* **No food or drinks in the classroom if you are teaching (i.e. do not carry a bottle of water of cup of coffee around the classroom).**
* **No low-cut blouses or shirts, shorts, or mini skirts**
* **No tee-shirts (only on spirit day)**
* **Tattoos and body piercings should be discrete so as not to draw unnecessary attention (Follow field placement policy).**
* **No gossiping or unproductive behaviors or discussions regarding university supervisors, instructors, or the College of Education.**
* **No exceptions regarding the dress code outside of spirit day**
* **No excessive complaining about assignments, professors, courses, teachers or students to other colleagues, teachers, students etc. Any and all concerns must be directed to your university supervisor so that they can arrange a meeting to address your concerns.**
* **Students are not to attend placement sites under the influence or inebriated. If it is determined that the student is under the influence of any substance they will automatically be dismissed from the placement site for that day and will be subject to dismissal from the program and receive an unsatisfactory for the Clinical Residency.**

**Failure to adhere to the policy on professionalism may result in your receiving an unsatisfactory rating for the Clinical Residency.**

**In the event that your university supervisor arrives, and you are not dressed according to the dress code, you may be asked to make-up the day, which would be considered an unexcused absence. Receiving this document and reviewing the document as part of the clinical residency orientation for science education clinical resident means that you comply with this document and will abide by the guidelines in the c o d e of conduct listed.**

**\*Students will also be required to sign a professionalism contract and COE memo of understanding contract**. **Failure to comply with the guidelines in this contract will result in receiving an unsatisfactory rating for the clinical residency.**

**GoReact Virtual Observations**

Intern Observation Guidelines Students will be observed using GoReact platform a minimum of four observations. Students will have intern feedback conferences via Zoom or another online videoconferencing platform. We will also have a review of using GoReact to familiarize students. Students may also be observed using Zoom or another virtual platform (or possible observed face2face to be determined by the instructor for the course).

See below for information on GoReact:

For Students:

[Student Training Video](https://goreact.wistia.com/medias/khx8jd3sb0)

[Student Tech Support](https://help.goreact.com/hc/en-us/requests/new)

### **Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

Assignments will be submitted via Canvas, and you should check your email and Canvas regularly for updates. The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

Grading Scale

At Auburn University, a 4.0 grade scale is used. An A equals 4.0; B, 3.0; C, 2.0; D, 1.0; and F equals 0.0. Students must maintain a 2.0 average GPA in all courses in order to progress in this program. If addition, students must earn at least a D in each individual course in order to earn credit and progress to the next course.

Clinical Residency is graded as S/U. Students must meet all competencies and requirements in order to pass with a satisfactory rating. In the event that a student is unable to meet the Clinical Residency requirements set forth by the College of Education and State of Alabama Department of Education the student may be assigned an incomplete or failing grade (at the discretion of the instructor for the course).

For more detailed information about university grading standards, please refer to information on the following link: [Auburn University Undergraduate Academic Policies on Grades (Links to an external site.)](https://www.auburn.edu/cosam/departments/student-services/academic-policies.htm#grades)

#### **Posting/Appealing Exam and Assignment Grades**

All exam and assignment grades will be posted to Canvas. Students will have five business days from the date that the exam/assignment scores are posted on Canvas to send an email to the instructor requesting grade adjustments on their work. To appeal a grade that you have received, please compose and send an email to your instructor writing out the exam or assignment in question, indicating the answer you submitted, and providing a written justification from the reading/class notes/etc. on why you think your answer is correct.

Once received, the instructor may or may not communicate with you regarding your appeal. Ultimately, the instructor will render a decision. If no appeal is sent to the instructor after five business days, the assignment score is final. Failure to monitor your progress as the semester progresses does not warrant a re-grade on assignments evaluated earlier in the semester. Once the 5-day appeal period has passed, students forfeit their right to have the graded material reassessed at a later date.

**Late Assignment Policy**

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 5:00pm pm CST on the date noted on the class calendar. No late assignments unless the student has a university approved excuse. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

**Make Up Policy**

Students who miss the normal exams will need to contact the instructor and turn in the valid excuse within **48 hours**from the time that the exams were given. The makeup exam schedule is determined by the instructor and will need to be done within ONE week (5 workdays) from the time that the exams were given. Students will need to check the class email for the makeup details. Students who miss the makeup without valid excuses will get zero on the exam.

The format, questions and difficulty-level of make-up exams are not guaranteed to be same as the normal exam, which are at the discretion of the instructors. Students are not allowed to choose the make-up dates, formats on their own.

Students must make up all days missed and contact the mentor teacher and university instructor to inform them of any absences. Failure to complete all hours required for this course may result in the student not passing the course or being able to move on to the clinical residency.

**Valid excuses**include: 1). illness documented by a physician. 2) evidence of personal or family emergency. 3) official university excuses.

**Excuses are only accepted for the exams. No excuses need for general lectures or any bonus credits.**

**Faculty and Communication Feedback**

At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time  on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps [in the video linked here  (Links to an external site.)](https://community.canvaslms.com/videos/1072)to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk  (Links to an external site.)](http://www.auburn.edu/oit/helpdesk/)for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform.** The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**Instructor Assistance with Course Performance**

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. Your instructor is here to help you, but cannot provide help unless you communicate the problem. In announcements to the class, your instructor may specify a preferred method of communication. You are strongly encouraged to reach out to your instructor early in the course and follow-up whenever you encounter challenges with the material.

**Accessibility**

Accommodations: Students who need accommodations are asked 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 my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. 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).

Auburn University has adopted an Honor System proposed by its students and faculty to promote academic integrity and has enacted the following code:

“We, the faculty, instructors, and students of the (University course here) pledge to fulfill our mutual responsibilities to each other and the academic community at large with honor and integrity in order to build and maintain a climate of respect and trust that will enhance our research, teaching, and learning. We will support the Honor System of the School, and will not tolerate activities that undermine academic integrity.”

Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf)

**COVID-19 Related Policies**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, [A Healthier U (Links to an external site.)](https://ahealthieru.auburn.edu/). The sections below provide expectations and conduct related to COVID-19 issues.

**Health and participation in Class**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or other illnesses, or if you discover that you have been in close contact with others who have my hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources**

* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/))
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)

If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>

Course Expectations Related to COVID-19

* **Face Coverings**: As a member of the Auburn University academic community, you may be required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.  
  You may required to wear your face coverings at all times depending upon the guidance of medical professionals. In the event that we have to wear face coverings and you remove your face covering or are non-compliant with the class policy you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* **Physical Distancing**: Students may be requested to observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19 or any other illness, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy* (Links to an external site.)](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)

**Plan B**

**In the event that AU and assigned school placements have to transition to remote/online/virtual learning only students will continue their field placements and all field placement responsibilities. If the school placement site closes or does not allow clinical residents or teacher candidates to continue the field placement remotely/online/virtually then the instructor for the course may be able to designate an alternative field placement (with approval of the COE Deans office). If the instructor can not assign an alternative field placements (due to COVID-19 restrictions, etc.) then the clinical resident may have to be assigned an incomplete for the semester.**

**Course Delivery Changes Due to COVID-19 or other illness**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

Please signature that you have read this document in its entirety and understand the contents and guidelines outlined in the document. Failure to comply with all of the guidelines outlined in this document may result in immediate dismissal from the Science Education Program at Auburn University. Upon completion of reading and reviewing this document for the class you have read, understand, and agree to follow all of the guidelines outlined in the syllabus and A Healthier U policies and procedures. Please sign and date that you agree to follow all guidelines outlined in this document: Print name\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_

CTSE 7910: Time Sheet for Field Hours (30 hours/credit hour total minimum) Due on April 30 2025

Name: Cooperating Teacher:

School:

Grade:

Term:

Students are required to complete a minimum of 30 clock hours/credit hour of field experience as part of the practicum requirement. **Any scheduled lab time missed must be made up in order to complete your required hours.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** Write in the dates each  week | **Activities/Instruction/Tasks Completed In Lab Placement Describe/list**  **activities/instruction/tasks you participated in this week.** | **Total Hours Completed for Week** | **Sponsor Teacher Signature – to be signed each week** |
| Week 1 |  |  |  |
| Week 2 |  |  |  |
| Week 3 |  |  |  |
| Week 4 |  |  |  |
| Week 5 |  |  |  |
| Week 6 |  |  |  |
| Week 7 |  |  |  |
| Week 8 |  |  |  |
| Week 9 |  |  |  |
| Week 10 |  |  |  |
| Week 11 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week 12 |  |  |  |
| Week 13 |  |  |  |
| Week 14 |  |  |  |

I verify that the practicum student has spent a minimum of 30 hours in my classroom this term.

Cooperating Teacher’s Signature: Date:

# MEETING DATES:

**Instructor:** Office hours:

Cooperating Teacher: School/Grade: Subject (if applicable): Email:

Meeting #1:

Materials Due: **Printed and read syllabus**

Meeting #2 (via email, distance learning, or on campus):

Materials Due:

Meeting #3 (via email, distance learning, or on campus):

Materials Due:

Meeting #4: Via email or distance learning

Materials Due:

Meeting #5: Via email or distance learning

Materials Due:

Meeting #6 via email or distance learning, or on campus:

Materials Due:

Evaluation

The professor will determine whether the student has met the criteria

established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:

1. Annotated Bibliography (minimum of 10 references; at least one book) up to 10 points
2. Proposal up to 20 points
3. Meeting with professor and checkpoints completed up to 10 points (full credit only based on attendance at all meetings).
4. Final created project product(s) or artifact(s), and evaluation results up to 50 points
5. Final PowerPoint presentation of project and learning (5-10 minutes) up to 10 points

Practicum in Area of Specialization

# Proposal due:

# 20 Points-

# February 26, 2025

1. Cover Page (2 points)

Heading: CTSE 7910 Practicum in Secondary Science Education. Professor’s Name

Title of project Semester and Year Student Information

* 1. Name
  2. Address
  3. Phone number and email address

Date

Contract sign off

(Student) (Date)

(Professor) (Date)

1. Body of Proposal (18 points)
2. The Project and its Significance (2 points)

Discuss with some detail the educational project proposed in the specific area of the proposed practicum: What will you do? What will you make? (1/2-1 page).

1. Supporting Evidence and Rationale (4 points)

Describe preliminary planning already accomplished, observations made, problems between theory and practice, and review of related literature which provide a rational for the proposed objectives of the practicum: Why are you doing this project? (1-2 pages).

1. Objectives (2 points)

Write the specific objectives to be achieved by the proposed project. Each written objective should have measurable outcomes that will be evaluated for the outcome of the project: What do you hope to achieve? (no more than 3 objectives)

1. Project Design (3 points)

Describe the operational plan for implementing the project and indicate why the plan is appropriate for achieving the stated objectives: How will you do it? Describe how you envision the final product (or artifacts) and its usefulness to the classroom teacher: How will it look and be useful? (1 page)

1. Activity Management (2 points)

Indicate in chronological order the events and the time frame for their completion. (steps and dates)

1. Resources (2 points)

List the resources needed to complete activities and objectives and briefly explain how they are to be used. (bulleted list)

1. Evaluation (3 points)

Describe how you will assess or evaluate students on the outcomes of your project and the criteria for success or attainment: How will you know if you are successful?; and attach all instruments, forms, check-sheets, questions, tests, etc. that you will use.

Evaluation should measure each objective for student outcomes. (Attach).

# Final Project and presentation 60% (50 for project and 10 for presentation) Due last class meeting date Wednesday April 30, 2025

Cover Page (2 points)

Heading: CTSE 7910 Practicum in Secondary Science Education. Professor’s Name

Title of project Semester and Year Student Information

* 1. Name
  2. Address
  3. Phone number and email address

Date

Contract sign off

(Student) (Date)

(Professor) (Date)

1. The Project and its Significance (2 points)

Discuss with some detail the educational project proposed in the specific area of the proposed practicum: What will you do? What will you make? (1/2-1 page).

1. Supporting Evidence and Rationale (4 points)

Describe preliminary planning already accomplished, observations made, problems between theory and practice, and review of related literature which provide a rational for the proposed objectives of the practicum: Why are you doing this project? (1-2 pages).

1. Objectives (2 points)

Write the specific objectives to be achieved by the proposed project. Each written objective should have measurable outcomes that will be evaluated for the outcome of the project: What do you hope to achieve? (no more than 3 objectives)

1. Project Design (3 points)

Describe the operational plan for implementing the project and indicate why the plan is appropriate for achieving the stated objectives: How will you do it? Describe how you envision the final product (or artifacts) and its usefulness to the classroom teacher: How will it look and be useful? (1 page)

1. Activity Management (2 points)

Indicate in chronological order the events and the time frame for their completion. (steps and dates)

1. Resources (2 points)

List the resources needed to complete activities and objectives and briefly explain how they are to be used. (bulleted list)

1. Evaluation (3 points)

Describe how you will assess or evaluate students on the outcomes of your project and the criteria for success or attainment: How will you know if you are successful?; and attach all instruments, forms, check-sheets, questions, tests, etc. that you will use. Evaluation should measure each objective for student outcomes. (Attach)

1. Students are to implement an short version of the project and provide a timeline for the implementation of project. Students will describe the project and its implementation in detail. **(3-5 page maximum).** More information will be provided.
2. Presentation of project implementation. Provide a brief overview in no more than 5 slides of project implementation **10 points**

# References-Annotated Bibliography due date February 26, 2025-10 points

**Students will provide 10 citations with a brief paragraph describing the relevance of each article or citation used. The article or reference used must be relevant to the topic that the student selects. Students should have a topic selected no later than February 5, 2025 and contact the course instructor with details of the topic they have selected via email. The student can just email a brief description of the topic selected and the category that the topic will fit into based on the categories provided in the syllabus (A-D see above).**