Auburn University

Department of Special Education, Rehabilitation, and Counseling

**1**. **COURSE NUMBER:** RSED 4910/7910

**COURSE TITLE:** Practicum

**CREDIT HOURS:** 1

**PREREQUISITES:** Junior standing or above, admission to teacher education/graduate program and/or departmental and instructor approval

**CO-REQUISITES:** None

# **University Supervisor Information**

Dr. Hinton

1224B Haley Center

Phone: 334-707-1494

[vmh0002@auburn.edu-](mailto:vmh0002@auburn.edu-) I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 7:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

**2**. **TERM**: Summer 2021, mini-mester 1(May 19-June 24)

**Day/Time:** M-F 7:30-11:55 a.m.

**Place**: Haley 2346

**DATE SYLLABUS PREPARED:** May 2021

**3**. **TEXT/MATERIALS**: Curriculum materials will be made as part of the class or provided by the professor.

**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.

1. **STUDENT LEARNING OUTCOMES**: 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.). 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 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, 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:** This summer we will be working with Lee County Schools. We targeted small group instruction for reading, mathematics, and writing. Projects will be assigned to individual students by grade levels.

**7. COURSE REQUIREMENTS:**

This course requires participation in meetings, projects, and instructional interactions.

Participation in this course is mandatory. If student does not participate for an extended period of time, the student will be automatically dropped from the class and/or rewarded with an FA (Failure - Attendance) grade at semester end.  Students must have regular access to the Internet in order to participate in course activities. Designated times for meetings and instructional interactions will be during scheduled practicum hours (M-F 7:30 a.m. – 11:50 a.m.). However, it may be necessary for you to complete some work on assignments or schedule group meetings during other times as well.

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

**ASSIGNMENTS:**

**Memorandum of Understanding and Syllabus Signature Page** (no points/must have to participate): Students must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas (forms on Canvas).

**Fidelity checks** **for reading comprehension, writing, and mathematics** (300 points): Everyone will practice implementing research based instruction for reading, mathematics, and writing. Practice will include peer and videos for supervisor fidelity checks. Students will practice each instructional method until they show fidelity. Students will upload videos of the practice lessons for reading comprehension, writing, and mathematics in Box to be verified by the supervisor. Peer fidelity checks showing integrity of instruction for each method will be uploaded in Canvas as an assignment.

**Weekly lesson Outlines and Prepared Materials** (300 points): A brief outline that shows the weekly schedule for targeted small groups, the skills being targeted for instruction, and materials for each student in the small group prepared will be turned in the week prior to instruction.

**Classroom Observations** (200 points): You will upload the classroom observation form completed by the university supervisor in Canvas. You will have at least 2 or more observations during the mini-mester.

**Behavior Intervention Project** (50 points):Each student will **independently** develop two behavior intervention plans based on case studies provided by the instructor. The plans will involve a simple contract, positive behavior supports, and an identified method of data collection.

The project will be completed in four parts: an initial plan submitted the second week of the semester, synthesis of the functional behavioral assessment data provided in the scenarios with identification of the hypothesis, development of an intervention plan, and reflection upon changes in plans from the initial to final product and learning that will be applied in the future. The components of each part are below.

Part 1: Initial Plan (1pts): Read the scenarios about Reggie and Riley. On Canvas, respond to questions about your plan for intervention.

Part 2 (19 pts): Using the scenarios, respond to questions on Canvas about how data gathered through different assessments within the FBA support a specified function for each student’s behavior.

Part 3 (28 pts): Using the identified function, respond to prompts on Canvas about a simple contract for Reggie and Riley, positive behavioral supports for Reggie and Riley, and the method of data collection that will be used to monitor progress. You will create a sample data collection sheet for each student and upload to Canvas.

Part 4: Reflection (2 pts): Review your initial plan for intervention. Compare it to your plan submitted for Part 3. Tell about differences between the two and what you learned and will apply in your future classroom. This commentary will be submitted on Canvas.

**Attendance Verification and Personal and Professional Dispositions Evaluation** (500 points): Students will turn in verification of hours with the clinical educator’s signature verifying that the student was in practicum during the time written on the form. Students will also be evaluated by a university supervisor with input from school/community partners. All indicators listed on the Personal and Professional Dispositions Evaluation must be met at the Development of Principles and Practice Level. This includes requirements in the Memorandum of Understanding. The demonstration of all 5 indicators in at least the Development of Principles and Practice Level will result in 500 points toward the final grade. Failure to meet the Development of Principles and Practice Level for any of the indicators will result in a loss of 100 points per indicator. (Form is available on Canvas).

1. **GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory). Evaluation will occur based on observational ratings given by the course instructor/on-site supervisor as well as the timeliness and quality of projects assigned. In order to receive a S for the course, the following criteria must be met:

* Regular attendance and participation is required. This involves zoom meetings with the entire class, timely completion of projects, collaboration with classmates and school partners as well as logging into Canvas and tigermail every day and responding to emails, announcements, etc. frequently (no less than once a day). During class times (7:30-11:50 M-F), you should be available for online meetings and project work.
* All assignments must be completed to school/community partner and supervisor satisfaction.
* Students must demonstrate behaviors consistent with the Alabama Educator Code of Ethics and Memorandum of Understanding (both available on Canvas) throughout the course. Failure to meet this expectation will result in a U for the course and the student will have to repeat the practicum before proceeding to the next field experience.
* Students must adhere to all policies outlined in the syllabus and Memorandum of Understanding (e.g. attendance, absence, confidentiality policies).

Grades will be assigned according to the following scale:

**80%- 100% = Satisfactory/Pass course**

**0-79.9% points = Unsatisfactory/Fail course**

9. **CLASS POLICY STATEMENTS:**

**Attendance Policy**

Students are required to attend all class meetings and project meetings.

During the summer program, only one excused absence is allowed. More than one will result in a grade of FA/U. Exceptions are up to the discretion of Dr. Hinton and will be considered only under extreme circumstances (i.e. death in the family, serious illness, etc.). If there is a condition or circumstance that will prevent you from meeting this expectation, it is suggested that you drop the course.

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 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. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than 24 hours after the absence. Appropriate documentation for all excused absences is required within 24 hours of the absence. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**In the case of an absence, contact supervisors and school/community partner personnel (as appropriate) immediately. This notification should be at least one day in advance when possible. If this is not possible, then notification should take place prior to 7:30 a.m. on the day of the absence. For each day missed, students must participate in alternate activities for 4 hours. Excuses must be submitted within 24 hours of the absence.**

**Assignments:** All assignments should be typed (unless otherwise instructed) and prepared in a professional manner (e.g., neat, correct grammar, spelling). Additionally, assignments are due on the date listed in the syllabus at the time noted. **There is no credit for late assignments; any assignment turned in after the time noted on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one day** from the date of the excuse to turn in the assignment. Electronic assignments should be in one of the following formats: .doc, .docx, .pdf. Revisions for assignments are due within 3 days feedback from the instructor is provided and should be in a different color font.

**Confidentiality**

All events, student information, and material related to summer activities are confidential and are not to be shared outside of practicum. Failure to comply will result in a U for the course and a meeting with your advisor and/or the SERC SARA Committee.

**Virtual and In Person Instruction**

Comply with all guidelines provided to you by your school/community partner when interacting online or in person for instruction, orientations, or training meetings. Be professional and responsible and always follow the AL Educator Code of Ethics.

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments will not be accepted. 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. Students must satisfy all course objectives to pass the course.

**FACE COVERING POLICY:** In response to COVID-19 face coverings are required at all times while on in class and during practicum. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *AU Bulletin* 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. You are not allowed to submit work for this practicum experience that you have submitted for another class. All work must be original.

**Diversity Welcome Statement:** In this course, each voice has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students and staff involved in this course. We support Auburn University’s recognition of the importance of promoting an inclusive and diverse environment that supports the growth and success of all. We believe that the contributions of diverse cultures, ideas, and life experiences combine to create an enriched and engaged campus community for the Auburn Family.

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

**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

**Student Academic Grievance Policy**: The purpose of this university policy is to “resolve academic

grievances of students, which results from actions of faculty or administration. This resolution should

be achieved at the lowest level and in the most equitable way. The burden of proof rests with the

complainants.” See the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for steps toward redress.

**Dress Code**

When interacting with school and community partners, you should dress casually but professionally in a manner that permits movement and minimizes distraction. Tattoos should not be visible. Piercings in places other than your ears are not allowed.

\*When in doubt, consult and follow your local school system student dress code.

**The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via Canvas announcement or email.**

I have read and reviewed the **RSED 4910/7910/7910 D01 Special Education Practicum Syllabus for the Summer 2021**. 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