Auburn University

Department of Special Education, Rehabilitation, and Counseling

1. **COURSE NUMBER:** RSED 7910

**COURSE TITLE:** Practicum - Special Education (Traditional/Other Certified AND in own classroom)

**CREDIT HOURS:** 1

**PREREQUISITES:** Departmental approval, Clear background check

**CO-REQUISITES:** None

# **University Supervisor Information**

## **Distance Sections**

Dr. Hinton

College of Education Building, Office xxxx

345 W. Samford Ave.

334-xxx-xxxx

vmh0002@auburn.edu

Office hours:

2. **TERM**: Fall 2025

**DAY/TIME**:

* 12 hours per week as arranged with your school administration, Meetings on campus/online as instructed by your supervisor

**SYLLABUS PREPARED**: July 2025

3. **TEXTS**: **required**

* Active student membership in the national Council for Exceptional Children organization
* Readings posted on Canvas as needed

4. **COURSE DESCRIPTION**: (variable) The practicum provides the advanced candidate 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.

Reliable transportation is necessary. If you feel you cannot meet the travel requirements for the course, it is recommended that you consult your advisor and drop the course.

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 candidates, as well as the specific programs. A general course objective for all candidates 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 candidate 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).

### Based upon ALSDE standards, the candidate 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 educators in implementing the learner’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 learner achievement; 34(1)(b)6
7. Modify methods, materials, and equipment to meet learner 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 learner, the learner’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 candidate 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 candidate will:

1. Assess learners’ 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 learner’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 learner’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 learner’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 learners 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 learners edit and revise their writing. 35(1)(b)

### In the **Collaborative Teacher (6-12)** program, the candidate will:

1. Assess learners’ 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 learner self-determination and enlisting the support and participation of families in the learner’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, learner, and family members; 36(1)(b)6
7. Create effective linkages between learners and post-secondary educational institutions and/or the business community to transition learners 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 learners 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 educator conferencing and rubric assessment to help learners edit and revise their writing. 36(1)(b)12

6. **COURSE CONTENT:** Each candidate will be in an approved practicum site in his/her area of specialization in compliance with certification requirements. The candidate will be supervised by a clinical educator or mentor and a university supervisor. University supervisors will have meetings on campus or online as announced. Supervisor schedules on-site visits during which the practicum experience is discussed and evaluated. All due dates are listed in the Assignments/Evaluation Table on following pages. Dates and times are subject to change.

|  |  |
| --- | --- |
| Date | Description |
| 9/3/25 | First day of practicum |
| Supervisor visits  TBA | 2-3 visits (virtual or face to face possible) |
| 12/9/25 | Submit all required documents to your Box.com folder (i.e. attendance, evaluations, Professional Development Plan, peer observation, PWS). |

7. **COURSE REQUIREMENTS:** Candidates are required to adhere to the negotiated requirements with their practicum site as well as the requirements listed in this syllabus. Candidates 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, candidates will:

1. Spend a minimum of 12 hours per week earning practicum credit for each credit hour of practicum. Eight of these hours must be in contact with learners. The other 4 hours may be earned during your traditional educator employment duties (faculty meetings, parent conferences, PTO/PTA meetings, IEP meetings, etc.).
2. Submit the name and contact information for the clinical educator at your school who were serve as your on-site supervisor for the practicum experience.
3. Attend practicum meetings at the time listed on schedule/announced by supervisor if required.
4. Keep an attendance log using the form on Canvas. Candidates will turn in a final copy containing a supervisor’s complete signature at the bottom of each page.
5. 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 .pdf format. Candidates 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.
6. 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. Candidates must check Canvas every day.
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 supervising clinical educator. If the supervising clinical educator has questions or concerns about any of the assignments, the candidate should ask the clinical educator to contact the university supervisor.

## **Assignments and Evaluations – Traditional or Other Certified AND in own classroom**

All online assignments are due by 7am on the assigned due date. All forms and grading rubrics are available on Canvas.

Please be sure to allow yourself plenty of time in case of any Canvas issues. Screenshots to document Canvas errors will not be accepted to excuse tardiness of assignments.

Note: Assignments 1-12 are to be completed at each practicum. Evaluations are completed by clinical educators and university supervisors for each practicum. Assignment 13 is completed only once during the course of all practica and must be completed during a fall or spring semester.

| **Assignment and Due Date** | **Description** | **Possible Points** |
| --- | --- | --- |
| 1) Memorandum of Understanding and Syllabus Signature Page  DUE: 8/25 | Candidates must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. | No points. Must submit to begin practicum. |
| 2)CEC Membership  DUE 8/25 | Candidates are required to be active members of Auburn University’s chapter of our field’s professional organization, Council for Exceptional Children. Submit (on Canvas) a Publicity Release for CEC activities AND verification of your student membership by submitting screenshots from the website that show:   * Membership number * Membership type * Chapter * Expiration date of membership (must be current membership) | No points. Required to pass practicum.  -This requirement will be evaluated using the Personal and Professional Dispositions Evaluation (Indicators 4 and 5). |
| 3)Attendance Verification  DUE: Weekly beginning 9/8 on Canvas and final electronic copy on Box.com by 12/9 | Complete the attendance verification form daily to document your hours in approved practicum experiences. Have your supervising clinical initial the form weekly to verify your attendance. You will submit the form weekly on Canvas as well as an electronic copy of your final attendance verification at the end of the semester.  **You must inform your supervisor(s), and your clinical educator of any absences in advance.** All absences must be made up and excused. Excuses should be submitted with attendance for the week and uploaded to Box.com with your final attendance. Write in the missed day/hours with a line through the times and make a note about your absence in the notes column. Write in the makeup day/hours with times in and out and a note saying, "Makeup hours from \_\_\_\_\_". | 100 points |
| 4)Weekly Schedule and Contact Information  DUE: 9/15 | Provide personal contact information, clinical educator 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. If applicable, break down longer blocks into shorter increments that describe what happens during the block in 30-45 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 educator(s) with whom you will be working (**who)**. Submit the completed form on Canvas.  If your schedule changes, please resubmit your schedule and notify your supervisor. | 50 points |
| 5) Observation of a Peer Teaching a Learning Segment  DUE: 11/17 | Observe one of your peers teaching a lesson and make notes on the “Classroom Observation” form. You do not need to circle ratings. Look for the presence or absence of items from the evaluation form and make notes about your observations. You also do not need to provide your feedback to your peer. You also do not need to provide your feedback to your peer. Practice giving feedback in a role-playing session with your supervisor. | 50 points |
| 6) Clinical Educator and Practicum Student Selected Activities (minimum of 2)  DUE: 11/17 | This assignment provides an opportunity for you and your supervising clinical educator to select activities that are relevant to the practicum site and your interests. Examples of activities include: developing a learning center, developing review activities for learners in general education classes, working with a small group of learners on remedial instruction, developing and implementing a co-teaching unit, adapting curriculum and instructional materials, developing and implementing a career awareness unit, administering learner interest and preferences interviews, supervising learners in job training sites, development and implementation of a Functional Behavioral Assessment (FBA), development and implementation of behavior intervention plan (BIP) that includes at least 3 behaviors including graphing results, development and implementation of lesson using a social story, development of autism specific visual supports for use in a classroom for an individual learner, development of discrete trial activities related to IEP goals, development of work station activities related to learners’ IEP goals, etc.   * You will provide a finished product/picture and explanation of the implemented activities.   Provide a 1-page reflection of the learner’s/learners’ progress and outcomes. | 100 points |
| 7) Self-Assessment and Professional Development Plan  DUE:  Self-assessment – 10/6  Professional Development Plan – 10/13    Reflection Report – 12/1 | 1. Engage in a self-assessment of strengths and challenges related to the College of Education’s assessments. Consider the areas of: content knowledge, planning, implementation, reflection, analysis of student learning and learning environment, technology, meeting the needs of diverse learners, and professionalism (consider knowledge and skills addressed in the Professional Work Sample, Classroom Observation Form, and the PPDA). Additionally, write a 1 to 2- page report that discusses your strengths and weaknesses. 2. After you have evaluated your strengths and weaknesses in each area, select two areas and develop a goal in each area to improve established weaknesses. Using the form on Canvas, provide a thorough and detailed description of proposed learning activities and assignments for your practicum experience that will further develop your skills in at least two of the areas described in 1 (i.e., content knowledge, planning, implementation, reflection, analysis of student learning and learning environment, technology, meeting the needs of diverse learners, and professionalism). Identify the new skills and knowledge you will acquire through the practica experience. Lastly, implement your plan. 3. Using the Professional Development Plan you previously submitted, provide evidence to show progress toward your goals. Type a reflection as to what specific situations, events, actions, items supported your progress and detracted from your progress. In your reflection, discuss actions you would repeat and what you would do differently. 4. For additional practica, you will revisit your progress on the professional development from the previous semester and complete another self-assessment. Create a new plan for the current semester where you include changes and solutions you generated at the end of the previous semester. Write new or revised goals and detailed descriptions of proposed learning activities and assignments that address another domain. Then you will reflect again as you did in prior semesters. Each semester you will take what you learned from the previous semester and address a different domain. | Self-assessment – 100 points  Professional Development Plan – 100 points  Reflection Report – 50 points |
| 8) Service Activity  DUE: 12/1 | Participate in at service activity **for at least 6 hours** over the course of the semester (e.g., Volunteering with an organization that serves individuals with disabilities or at risk, proctoring an exam for Program for Students with Disabilities, Special Olympics, Transition Expo, tutoring, respite care, Expressions of a Braveheart). Submit a written report (min 2 pages) describing and reflecting on experience. ***Each candidate will have to provide documentation of 6 hours of approved activity***. | 20 points |
| 9) Clinical Educator Evaluations  DUE:  9/29 – Dispositions and Classroom Observation  10/27- Classroom Observation  12/1– Dispositions and Classroom Observation | Provide appropriate forms to your clinical educator at least a week in advance. If you are in inclusion settings, you should also provide a classroom observation form to your general educator. Be sure to complete all demographic information prior to providing the forms to your educator(s). Make sure all forms contain signatures before uploading to Box.  2 Personal and Professional Disposition Assessments – completed by your clinical educator with input from general educator(s) as appropriate. Clinical educator disposition evaluations will be considered in dispositions evaluations from your supervisor.  It is expected that traditional and other certified candidates in practicum will demonstrate the standards for the *Implementation of Professional Practice* Indicator throughout the semester. If, at any time, there is a concern about a candidate’s professional dispositions, the candidate will be notified, and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Implementation of Professional Practice* indicator will result in a 120-point deduction per indicator that does not meet the *Implementation of Professional Practice*.  3 Classroom Observations – Please ask your clinical educator to include comments pertaining to your areas of strength and areas in need of improvement. | Classroom Observations are S/U.  C or above is Satisfactory for classroom observations. |
| 10)Supervisor Evaluations  Obs 1 – TBA  Obs 2 – TBA  Obs 3 – TBA  DUE: the Monday following the receipt by 7am | Complete a lesson plan (template on Canvas) prior to Observation. Schedule observation with your supervisor and provide your lesson plan in advance. Submit signed evaluation forms from your supervisor on Box.  2-3 Classroom Observations | Classroom Observations are S/U.  C or above is Satisfactory for classroom observations. |
| 11)Supervisor Dispositions  DUE: the Monday following receipt by 7am | Supervisor will complete a Personal and Professional Dispositions Evaluation at least two times during the semester (midterm and final). Sign and submit on Box.  It is expected that traditional and other certified candidates in practicum will demonstrate the standards for the *Implementation of Professional Practice* Indicator throughout the semester. If, at any time, there is a concern about a candidate’s professional dispositions, the candidate will be notified, and a follow up meeting will be scheduled. Each dispositions evaluation containing ratings below the *Implementation of Professional Practice* indicator will result in a 120-point deduction per indicator that does not meet the *Implementation of Professional Practice*. | 600 points each |
| 12)Exit Surveys  DUE: 12/1 | Complete COE field experience surveys on TK20 or Watermark as well as departmental surveys on Qualtrics. | No points – Must complete to pass. |
|  | Assignment 13 is completed only once during the course of all practica. |  |
| 13) Professional Work Sample  DUE: 11/17 | Complete the College of Education’s Professional Work Sample (PWS) form and the advanced field experience documentation form. *(Information about the PWS and forms can be found on Canvas.)* This must be completed during a fall or spring semester. After assignment has been submitted on Canvas and approved by University Supervisor, you must submit your PWS (advanced field experience documentation form, lesson plans, classroom observation form, data, and responses to all questions) on TK20. Please be sure to eliminate any identifiable learner information (i.e. names). | No points – Must submit during one practicum in Fall or Spring. |

8. **GRADING AND EVALUATION**: Grades will be either S (Satisfactory) or U (Unsatisfactory). Final grade will be determined by observational ratings conducted by the university supervisor and the on-site clinical educator(s) as well as the timeliness and quality of assignments. A standardized instrument is utilized for the evaluation of the candidate’s performance during classroom observations.

Students may withdraw without grade penalty until the 15th class day and until mid-semester (although a W will appear on your transcript if you withdraw between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class say will pay a course drop fee of $100. This includes dropping one section to add a different section. Be sure you are registered for the correct section for your major/grade level.

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

* 85-100% of points on assignments are earned and final dispositions evaluation contains ratings in at least the Implementation of Professional Practice indicator.
* Traditional and other certified candidates must earn ratings of competence or higher on final classroom observation and implementation level on PPDA.
* 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, special education student handbook, AL Educator Code of Ethics, and School Partner Memorandum of Understanding were followed.
* All days/hours were completed prior to the end of finals week.
* Electronic copies of all practicum portfolio requirements were turned in on Box.com.

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

9. **CLASS POLICY STATEMENTS**:

*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.*

**Participation**: Candidates are expected to participate in all class discussions and participate in all activities. Candidates 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 candidate’s responsibility to contact the primary university supervisor(s) if assignment deadlines are not met. Candidates 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. Candidates must contact university supervisor and clinical educator 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 clinical educator. At the discretion of individual university supervisors, 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 primary university supervisor must be in receipt of the original documentation within seven days from the date of the absence. Excuses should be submitted with weekly attendance assignments and with final attendance on Box.com at the end of the semester.

**Excused Absences**: Candidates are granted excused absences from class for the following reasons:  Illness of the candidate or serious illness of a member of the candidate’s immediate family, the death of a member of the candidate’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, religious holidays, and military orders.  Candidates who wish to have an excused absence from this class for any other reason must contact the primary university supervisor in advance of the absence to request permission.  The primary university supervisor will weigh the merits of the request and render a decision. The candidate must notify the university supervisor(s) 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. Requests for revisions to assignments will be made on Canvas. Be sure to set up your notifications in Canvas to alert you when an announcement is posted, an assignment is due, a grade is released.

**Revisions are due within 3 days and should be made in a different color. Assignments will be graded after first submission. Up to ½ of remaining points are available to be earned with second revision. Additional revisions will not earn any points back, but they are required to be completed until assignment is satisfactory.**

**Late assignments and revisions 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.**

**Communication:** Students are expected to use professional communication skills in verbal and written communication. They are also responsible for checking their email and Canvas pages regularly. Students should set up notifications in Canvas to alert them when announcements are posted, assignments are due, grades are released, etc. Follow this link for help on how to set these up: ["Getting Started with Canvas" (video and transcipt)](https://vimeo.com/74677642). In field experience courses, candidates are expected to check tigermail and Canvas daily and respond to communication within 24 hours.

**Zoom/WebEx policies**: When we meet on Zoom and, in the event, you participate in virtual instruction via any livestream services, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on with your face in view and your microphone muted when you are not speaking unless otherwise directed. Zoom/webex meetings are professional interactions. You should dress and behave as you would in a normal face-to-face university or classroom setting. To the extent possible, please minimize distractions in the background. Also, in order to protect and maintain confidentiality of the students and schools you serve, zoom/webex participation should take place in a setting where privacy can be ensured.

**Online Document Storage**: Box.com is used to store documentation from all of your field experiences. Your supervisor will create a folder for you during your first practicum. In order to access your folder you are required to activate your free box.com account through Auburn University. [Link to establish Box account](https://auburn.service-now.com/it?id=kb_article&sys_id=18fa98f9db559f804d1a77e9af9619e6)

**Virtual Observations**:You may be required to record or live stream one or more teaching segment for review and evaluation by your supervisor. These guidelines will help you ensure successful uploading, streaming, and confidentiality protection. It is recommended that you practice these steps prior to your planned live streaming or recording to avoid any problems. You will need an activated box.com Auburn account.

Recording:

First, you will record the teaching segment. If available, GoReact is the easiest way to record and submit and eliminates the need to upload the video to box for supervisor review. If you cannot use GoReact due to connectivity issues, it is recommended that you record in brief segments (10 minutes max) so that the files are easier to upload to box.com when you are finished. Next, upload the file)s) to box.com to your Field Experience documentation folder created by your supervisor. Email your supervisor when it has been uploaded. Remember, you must protect the confidentiality of your learners at all times. The video must be deleted from your device and Box after your supervisor has reviewed it.

Please note: some schools require special permission to video learners. It is your responsibility to consult your clinical educator to determine if parent consent is needed. 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.

Livestreaming:

If a video recorded observation is not possible due to school partner regulations, an electronic observation might be conducted using Zoom so no recording of the teaching segment is required. Livestream observations may be utilized on other occasions as well. Livestreaming on zoom can be performed on a device that has access to the internet.

**Professionalism**: As faculty, staff, and candidates 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 all students
* Model and nurture intellectual vitality

**Dress Code**: Auburn candidates 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 candidates 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 abide by school system policies.
8. No jeans may be worn to practicum.
9. School system dress codes must be followed at all times.

**Disability Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228. If your accommodations will be needed at your practicum site, you should also arrange a meeting with your clinical educator to discuss.

**Academic Honesty:** All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](https://cas.auburn.edu/owa/redir.aspx?C=6030eed59dec435abc9061fa4edc1426&URL=http%3a%2f%2fwww.auburn.edu%2fstudent_info%2fstudent_policies%2f) ([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.

**AI Policy: Permitted when Assigned in this Course with Attribution**

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

Students should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Auburn University Policy on Classroom Behavior**:The Auburn University Classroom Behavior Policy is strictly followed in the course and applies to all settings related to field experiences (university, school, and off-campus); please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

**Instructional Contingency Plans**: 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.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334 844-1306 or auburn.edu/auburncares. Auburn cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling and Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334 844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334 844-1305 or auburn.edu/auburncares for resources and support.

**Sexual Misconduct Resources:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**Resolving Concerns Regarding Practicum**:

Work with your clinical educator and university supervisor to resolve practicum concerns in a professional manner. You are expected to follow the chain of command in resolving issues that occur during your practicum. If an issue relates to occurrences at the school site, discuss your concerns with the clinical educator and keep your university supervisor apprised of the situation. If an issue relates to practicum requirements or supervision, share your concerns with your university supervisor(s). If issues are not resolved through these efforts, share your concerns with the person in the next level of authority at the institution.

**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 University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

# **Syllabus Signature Statement**

I have read and reviewed the Traditional/Other Certified in own classroom **RSED 7910 Special Education Practicum Syllabus for the current semester and any applicable special education graduate student handbooks**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in these documents.** 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 learners and any information pertaining to them.

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Candidate Signature Date