



EEX 4942

Practicum in Exceptional Teacher Candidate Education

83468 001

Fall 2026

Instructor Name

Elizabeth Doone

University Course Description

This practicum/professional seminar provides students an opportunity to connect personal experiences, university coursework, and field experiences in order to develop a broader understanding of the context of schooling within the United States. This pro-seminar focuses on issues of self and self-awareness. The purpose of this seminar is to allow you to reflect upon your development as an emerging educator. Furthermore, this seminar will enable you to think beyond ? self? to the community, available resources and the needs of your school population. We believe that self-knowledge, personal growth and service are important in helping you transition from a pre-service teacher candidate to an effective globally aware educator.

Course Requisites

Prerequisite(s):

(EEX 4202 Minimum Grade: C-
and EEX 4240 Minimum Grade: C-
and EEX 4241 Minimum Grade: C-)

Corequisite(s):

Course Format

This 50 minute synchronous online course will provide teacher candidates an opportunity to connect theory and practice. This practicum is linked to EEX 4202, bridging teacher candidates's course work and field experiences, providing a space to explore the cultures of various schools settings, as well as the roles and responsibilities of special educators and other service providers. Finally students will explore opportunities for civic engagement through service learning opportunities in their school through weekly discussions and Q&A.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Students will demonstrate their understandings of the various day-to-day activities of schools and responsibilities of schools and school personnel including school safety procedures. ICC7K5, ICC1K4, AP2, FLESE1.2, FLESE2.2, COEDU2
2. Students will demonstrate their understandings of the various roles that special education teachers have within K-12 education. IGC10K2, ICC7K5, ICC10K2, AP5, FLESE1.6, COEDU1, COEDU2
3. Students will demonstrate their understandings of the basic teaching and learning practices that occur in general and special education classrooms. ICC5K3, ICC7K1, ICC7K2, IGC10K4, AP1, AP2, AP3, FLESE1.7, FLESE3.1, FLESE3.2, FLESE3.4, FLESE3.7, COEDU2
4. Students will demonstrate their understandings of the problem-solving process and why this is an essential skill for success as a special educator. ICC1K1, AP1, AP3, AP4, AP5, FLESE1.6, FLESE2.1, FLESE2.5, FLESE3.1, COEDU4
5. Students will demonstrate their understandings of the role of families in the lives of students with disabilities and how this manifests similarly and differently based on the severity of a disability. ICC1K7, ICC2K3, ICC2K4, IGC2K2, ICC10K2, ICC10K3, AP2, AP6, FLESE1.6, COEDU2, COEDU6

6. Students will be able to participate in community service project . IGC1K7, ICC3K3, ICC6K1, ICC6K2, ICC6K3, AP2, FLESE2.6, FLRE 4.9, COEDU5, ESOL 3, ESOL 25

7. Students will define personal values and beliefs by identifying how their personal values and beliefs impact their perspectives about education, schools, teaching, students, and special education. ICC9K1, AP5, COEDU4

7.1 Students will demonstrate their understandings of how their personal beliefs, attitudes, and ways of knowing impact their perception of themselves as special educators and impact the manner in which they pursue professional development. ICC9K1, ICC9K2, ICC9K3, AP5, CO ICC9K4, EDU4

7.2. Students will demonstrate their understandings of the role of self-reflection with respect to effective teaching including its purpose and process. ICC9S11, AP5, COEDU4

8. Students will demonstrate their understandings of professional dispositions that allow special educators to be effective change agents within schools for students with disabilities. ICC9K1, ICC9K3, ICC9K4, AP5, AP6, COEDU4

8.1 Students will demonstrate their understandings of professional dispositions, skills, and abilities that are pertinent to obtaining a teaching position. ICC9K1, ICC9K2, ICC9K3, ICC9K4, IGC9K1, IGC9K2, AP5, COEDU4

Course Objectives

1.Roles and Responsibilities of Teachers

1. Developing a Sense of Community and Civic Engagement
2. Meaningfully Engaging Families / Stakeholders
3. Role of Self- as Defined by Personal Beliefs
4. Professional Dispositions for Educators / Special Educators

Required Texts and/or Readings and Course Materials

There is not required text for this course. All required readings/materials are posted on Canvas

Supplementary (Optional) Texts and Materials

All required readings/materials are posted on Canvas

How to Succeed in this Course

To receive a satisfactory grade in this course, teacher candidates must:

- consistently attend their practicum placement every Wednesday
- consistently attend the weekly Proseminar meetings (virtually) on Tuesdays
- actively participate in all class discussions and activities and submit assignments by midnight on Sunday.
- thoughtfully and honestly reflect on class content, observations, and process in the field experiences to enact self- change as required of a professional
- satisfactorily complete all Prosem assignments on time
- receive satisfactory evaluations (midterm and end of semester) from their assigned classroom teacher or site administrator

All written assignments should be typed, double-spaced and uploaded to CANVAS EEX 4942.

Additionally, teacher candidates will be evaluated using the following criteria (See Professional Development Rubric for further information):

- Demonstrates dependability and punctuality to class and school placement.
- Demonstrate appropriate collaborative behavior with professionals and peers.
- Demonstrates organization, effort and strives for excellence in their assignments.
- Expresses enthusiasm and interest in teaching, coursework and projects.
- Demonstrates interest in extra learning opportunities.
- Demonstrates ethical professional concern for children, families, and colleagues.
- Reacts favorably to supervision of teaching, coursework, and/or projects.
- Demonstrates resourcefulness, insightfulness, and thoughtfulness.

Grading Scale

Assignments will be graded according to the following scale:

Grading Scale (%)

90-100 A

80 - 89 B

75 - 79 C+

70 - 74 C

60 - 69 D

0 - 59 F

Grades for the professional seminar and practicum are satisfactory (S) or unsatisfactory (U). To earn a Satisfactory teacher candidates must earn a 75 or above.

Grade Categories and Weights

table shares the categories and weights for assignments
Reflections-Reflection is a critical component of teaching. Participants will be asked to reflect upon their experiences and to share within the pro-seminar. Additionally, participants will submit written reflections after processing life events and class discussions. (15%)
Learning Activities – - DISC Activity - Checklist of Experiences - Care Letters/Hurt Letters - Philosophy Statements - Mentor Evaluations All learning activities this semester support the understanding of the Roles and Responsibilities of an ESE Teacher. (50%)

table shares the categories and weights for assignments

Discussions and Participation –Open ended questions and sharing experiences are used to encourage an atmosphere in the pro-seminar that is conducive to thoughtful and deep group discussion. In class discussions should demonstrate respect for peers and conversations should remain confidential. (20%)

Service Learning – Thoughtful and meaningful service is the role and responsibility of global, civilly minded educators. Implementation of a meaningful service project that benefits the school community by engaging stakeholders, reflecting on roles, responsibilities and processes, and collaborating with peers develops the problem-solving and communication skills required for a teacher-leader of the 21st Century. (15%)

Instructor Feedback Policy & Grade Dissemination

All assignments will be uploaded and graded in canvas. The prosem facilitator will work to provide feedback within one week of the assignment due date. Teacher candidates should carefully review the feedback using "Grade" in Canvas by clicking on the assignment and or the rubric.

Major Topics and Course Schedule

Pro Sem

Week	ProSem Tues. 3:30 – 4:30 T / Practicum = Focus in Field on Wednesdays
1	Dean's Kick off 4pm Rotunda

2	ProSem: • Introductions/ Ice Breaker • <i>Review: Syllabi</i> • ◦ <i>ProSem Requirements</i> ◦ <i>Review Ground Rules</i> ◦ <i>Practicum Requirements</i> Practicum • <i>First day in the field</i> • Finalize Fingerprinting
3	ProSem: • School norms and values • Working with others Practicum • School Demographics • Differences between Elementary, Middle, High Schools & Centers
3	ProSem: • <i>D.I.S.C Activity</i> • <i>Sharing Ideas</i> Practicum • Initiative/Resourcefulness/ Community Needs • Discuss Ideas for Service-Learning Project with your peers. • <i>Roles and responsibilities</i>
4	ProSem: • <i>Discuss Teaching Philosophy</i> • ◦ <i>What are my Beliefs?</i> ◦ <i>How do I enact them?</i> Practicum • Observe “Roles and Responsibilities” of a teacher based on teacher beliefs

5	ProSem: • Work on <i>SL Plan</i> Practicum • School practices • Classroom and School Organization/ Procedures
6	ProSem: • <i>Why Special Education?</i> • Ideas for <i>Checklist of Experiences 1</i> • <i>Preparing for PD Rubric</i> Practicum • Qualities of a Good Teacher
7	ProSem: • <i>Care letters</i> • <i>Checklist of Experiences 1</i> <i>Prepare for Implementation of Service Learning</i> Practicum • Mid-Term Reflection— ◦ What have I accomplished? ◦ What do I need to work on? • Teachers who Care- What do they do? • Discuss Mentor Feedback on <i>PD Rubric</i>
8	ProSem: • <i>Hurt Letters</i> • <i>Negative Habits</i> Practicum • Misguided Teachers – Harmful behaviors ◦ <i>What will I avoid?</i>

9	ProSem: - Resources that support all learners - Interesting resources my mentor uses <i>Comparing/ contrasting experiences across schools</i> Practicum - Teacher materials
10	ProSem: <i>Discussion on Feedback</i> <i>Praise & Feedback</i> Practicum - Providing/ Accepting Feedback - How do I process and implement? - Implementation of Service Learning
11	ProSem: <i>Sharing resources? SL Supports</i> <i>Complete outline for Teaching Philosophy</i> Practicum - Initiative and Resourcefulness - Implementation of Service Learning
12	ProSem: No formal class (work on the following) <i>Teaching Philosophy Statement</i> <i>Checklist of Experiences 2</i> <i>Completion of SL Project</i> Practicum - Implementation of Service Learning
13	ProSem: <i>Professional Connections and What I Learned!</i> <i>PDP submitted</i> Practicum Last Day in Schools - Thank you's & Good-bye's at school site

14	Thanksgiving Holiday
15	Prepare to Matriculate to Level 2 • Ensure all key assessments and course requirements are satisfactorily completed, uploaded in canvas! • Present SL Project before Exam • Register and take ESE Exam (FTCE)

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work / Missed Class Policy:

Teacher candidates who miss ProSem or submit late work are required to complete a Learning Contract with their ProSem Facilitator. All learning contracts require processing of the missed coursework, completion of the class assignment and a summary statement that demonstrates competency of the week's session. Once a student knows s/he will be absent or late, s/he will email the ProSem Facilitator and ask for a learning contract. Failure to do so will result in a 0 for the missed class or assignment. Students will have 1 week to submit missed work.

Grades of "Incomplete":

For USF Tampa undergraduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when teacher candidates are unable to complete course requirements due to illness or extenuating circumstances beyond their control. The course instructor and teacher candidates must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. An "I" grade may set a teacher candidate back a semester if not cleared ASAP. Matriculation into the next semester requires completion of all course work.

Group Work Policy:

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Once formed,

groups cannot be altered or switched, except for reasons of extended hospitalization.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Email: Teacher candidates should communicate with the prosem facilitator through the email at the top of the syllabus. Facilitators typically respond to email within 24 – 48 hours, although that response time is 48 – 72 hours on the weekends.

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Classroom Devices/Student Recording: Due to the sensitive nature of this class there are no audio or video recording without prior permissions.

Phone Usage: Teacher candidates are developing as professionals in the field therefore, student phone use in class, including texting or surfing the Internet is not allowed, nor should teacher candidates use phones or devices for personal use during the practicum. Teacher candidates who use devices for personal use during their times in schools will receive feedback and *Needs Improvement* in areas of professionalism on course rubrics.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office

to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your

understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent

resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)