



EEC 4941
Field Experiences I
84415 002
Fall 2026

Instructor Name

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University Course Description

Field experience with three- and four-year-old children in which pre-service teachers (Students) have opportunities to apply knowledge and skills in authentic situations and become skilled observers of young children's development. Weekly seminars are conducted in conjunction with the field experience which provide teacher candidates an opportunity for reflection on their experiences.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

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

1. Plan and implement lessons that align with state standards.

2. Plan and implement lessons that apply concepts of human development and learning theories that require students to demonstrate a variety of applicable skills and competencies.
3. Plan and implement lessons that demonstrate understanding of subject matter knowledge.
4. Model clear, acceptable oral and written communication skills.
5. Modify instruction to respond to pre-conceptions or misconceptions.
6. Demonstrate the use of a range of types of questions, including high-order questions.
7. Identify ways to support, encourage, and provide specific feedback to promote student achievement.
8. Use technology as a tool to organize and present assessment information.
9. Identify a targeted professional development goal.

Course Objectives

Throughout the course, students will be taught about:

1. How to plan and implement lessons that align with state standards
2. How to plan and implement lessons that apply concepts of human development and learning theories that require students to demonstrate a variety of applicable skills and competencies
3. How to plan and implement lessons that demonstrate understanding of subject matter knowledge
4. How to model clear and acceptable oral and written communication skills
5. How to modify instruction to respond to pre-conceptions or misconceptions
6. How to use a range of types of questions, including high-order questions
7. How to identify ways to support, encourage, and provide specific feedback to promote student achievement
8. How to use technology as a tool to organize and present assessment information
9. How to identify targeted professional development goal

Required Texts and/or Readings and Course Materials

- **Background Check and Fingerprinting: Students are required to complete the following two (2) background checks and fingerprinting.**
 - **The Florida Department of Children and Families (DCF)**

- **Hillsborough County Public Schools (HCPS)**
- The USF College of Education polo shirt: Students are expected to wear this USF shirt when attending field experience (aka. internship).
- Campus Folio: Students are required to upload assignments designated as “Critical Tasks” to this USF’s online portfolio system.
- Readings: Supplementary readings available on Canvas.
- Florida Teacher Certification Exam (FTCE): Students are required to pass the FL state certification exam. Preparation will be done through the following resources.
 - <https://aiexamserver.com>
 - <https://thelearningliaisons.com>

Grading Scale

Students will receive a grade of “satisfactory (S)” or “unsatisfactory (U)” for this course. In order to earn a “S” grade, students are required to pass all assignments listed below.

Grade Categories and Weights

Assignments	Due Dates
(1) Seminar Attendance and Participation	Weekly (see course schedule)
(2) Field Experience Attendance	Weeks 5-12 (total 8 weeks: 9/21-11/13)
(3) Professionalism in Field Experience	Weeks 5-12 (total 8 weeks: 9/21-11/13)
(4) Informal Observation of Teaching & Post- Conference	Weeks 5-8 (9/21-10/16)
(5) Midterm Evaluation	To be scheduled with your US and MT by Week 8
(6) Formal Observation of Teaching & Pre/Post- Conference	Weeks 9-12 (10/19-11/13)
(7) Final Evaluation	To be scheduled with your US and MT by Week 12
(8) Disposition Assessment	Week 12

Assignments	Due Dates
(9) Level I Critical Task	Week 13

(1) Seminar Attendance and Participation

Students should attend weekly seminars prepared to present and share items as specified by the University Supervisor (US). These items may include things like video clips of teaching in classrooms, peer observations, drafts of lesson plans and documentation of teaching and learning (e.g., photographs, video, work samples, anecdotal records as applicable), and specified journal entries or other artifacts.

In seminars, students demonstrate the ways they are addressing course learning outcomes as they work in schools. As emerging professionals, students are obligated to thoughtfully reflect upon classroom teaching and learning experiences, go beyond the surface, consider materials they may not like immediately, and formulate language to describe and understand that situation more fully. Students are expected to pose good questions to their practice, look critically at their teaching performance, and to identify targeted goals for their own professional development.

In the case of an extenuating circumstance that will result in an absence from seminar, students are responsible for notifying their US by email as soon as possible and providing verification of an absence upon request. It is the student's responsibility to obtain any missed notes, information, announcements, and handouts from peers and to carefully review all materials posted on Canvas.

Because this is a participation-dependent course, more than 2 absences, repeated tardiness, or instances of leaving seminar early, regardless of the reasons, will result in substantial portions of the course expectations not being fulfilled and may result in an "Unsatisfactory (U)" grade in EEC 4941.

(2) Field Experience Attendance

Field experience (aka. Internship) provides students with the opportunity to enhance their abilities as teachers by applying what they are learning in university coursework in real world classroom contexts. In field experience, students impact the lives of real children and real teachers. Mentor teachers (MTs) make accommodation to their classroom environments and instructional planning with the expectation that students be there and act as responsible members of the teaching team. The interests of young children and their learning are the top priority.

Students follow the host school's calendar. Report on any day that MTs report (even if children do not attend that day) with one possible exception: Level 1 Students are not required to report on USF observed holidays in case they conflict with the host school calendar.

If a student is unable to attend the field experience on a scheduled day or will be late due to emergency or extenuating circumstance, the student must contact both their placement school/MT and their US prior to their assigned report time. Students are responsible for finding out the proper procedure for notification (phone numbers to call, email addresses, etc.). Students are required to provide verification of an absence upon request. Students will be required to make up missed hours within 2 weeks, and rescheduling must be done in consultation with both the MT and US. Make up days are determined based upon what is most conducive for the classroom learning environment.

Because this is a participation-dependent course, more than 2 absences, repeated tardiness, or instances of leaving field experience early, regardless of the reasons, will result in substantial portions of the course expectations not being fulfilled and may result in an "Unsatisfactory (U)" grade in EEC 4941. Again, **a student who displays a pattern of late arrivals, leaving early, and/or absences will receive a grade of "Unsatisfactory (U)" in EEC 4941.**

(3) Professionalism in Field Experience

Students are expected to work collaboratively with MTs, their peers, and all school staff, and show respect to the hosting school as well as a respect for their representation of the USF College of Education. All interactions with PK-12 students, parents, support personnel, faculty in the host school, and peers should be collegial and should demonstrate strong professional communication skills. Professionalism in field experiences is demonstrated by adherence to all school policies, the USF College of Education Professional Dispositions contract and the NAEYC Code of Ethical Conduct for Early Childhood Educators. The following are examples of these requirements:

- Students demonstrate utmost respect for children, which includes respectful language, tone of voice, and value for children's perspectives.
- Students seek constructive feedback from their MT and US and apply the feedback to improve their practice.
- Students work continuously to develop and improve their professional language and communication skills. Students take responsibility for clear communication by sharing information as appropriate and asking appropriate questions to avoid confusion. Students display a respect for learning with and from peers, teachers, staff, and others in their school contexts, even when they disagree.
- Students take initiative and actively participate in the activities of the host classroom/school. They assist MTs with routines and activities as appropriate within their classroom context. They arrive prepared to contribute to the teaching team and to execute plans discussed with the MT.
- Students should not use the school phone or internet or their mobile phone for personal use unless it is an emergency and/or is approved in advance by school personnel.
- As representatives of USF, Students must adhere to a professional dress code. Students in USF teacher preparation program are required to wear a designated USF polo shirt to field experiences. Students must follow the placement school's dress code.

(4) Informal Observation of Teaching and Post Conference

In this field-based course, students apply teaching strategies they are learning in their Level I coursework in the context of their placement classrooms. US will help them make connections between the field and coursework and develop their ability to reflect on their practice by observing them teach.

The first observation will be informal. The informal observation process includes 2 steps: the observation and a post-observation conference.

- Informal observation time lengths vary, and US may observe in a variety of instructional contexts.
- After the observation, students engage in a post-conference with the US to reflect upon the teaching experience and identify targeted goals for professional development.
- Additional observations will be scheduled for students who have a growth plan with specified areas for improvement to progress toward successful Level 1 field experience.

(5) Midterm Evaluation

The US and MT will complete a midterm evaluation. Students will also complete the form as self-evaluation. If an area of insufficiency is identified by the MT or US at midterm, a growth plan will be developed. The plan will specify the area(s) for improvement, and articulate concrete actions that the student must take, along with a timeline for completion, to meet the criteria and receive a 'Satisfactory' grade in EEC 4941.

(6) Formal Observation of Teaching and Pre/Post Conferences

In this field-based course, students apply teaching strategies they are learning in their Level I coursework in the context of their placement classrooms. US will help them make connections between the field and coursework and develop their ability to reflect on their practice by observing them teach.

The second observation will be formal. The formal observation process includes 3 steps: pre-observation discussion of the lesson

plan, the observation, and a post-observation conference.

- Students are expected to clearly communicate with their US and MT regarding the observation schedule.
- Students are required to provide a lesson plan to both the US and MT at least 24 hours prior to the observation.
- During the observation, the US and MT focus on gathering points of evidence for discussion around the Level 1 Florida Educator Accomplished Practices (FEAPs) to provide the student with written feedback.
- After the observation, students engage in a post-conference with the US to reflect upon the teaching experience and identify targeted goals for professional development.

(7) Final Evaluation

The US and MT will complete the final evaluation. Students will be expected to demonstrate adequate improvement based on feedback provided in the midterm evaluation and/or growth plan if applicable to meet the criteria and receive a 'Satisfactory' grade in EEC 4941.

(8) Disposition Assessment

The US and MT will complete the disposition assessment. Students will also complete the form as self-evaluation.

(9) Level I Critical Task*

Students in the Early Childhood Education program are required to successfully complete Critical Tasks in program courses to document meeting Florida Educator Accomplished Practices (FEAPs). **Students must upload the Level I Critical Task to Campus Folio, USF's online portfolio, and be rated 3 or higher on each criterion on the Critical Task rubric in order to receive a "Satisfactory" grade in EEC 4941.** Specific components of the task will be discussed in detail in seminar.

Level 1 semester focuses on the following FEAPs:

- Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (FEAP a1a)

- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (FEAP a1f)
- Models clear, acceptable oral and written communication skills (FEAP a2e)
- Deliver engaging and challenging lessons (FEAP a3a)
- Modify instruction to respond to preconceptions or misconceptions (FEAP a3d)
- Employ questioning that promotes critical thinking (FEAP a3f)
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement (FEAP a3i)
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains (FEAP a4c)
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (FEAP b1a)
- Engages in targeted professional growth opportunities and reflective practices (FEAP b1e)

Major Topics and Course Schedule

Week/Date	Course Topic	Readings and Assignments
Week 1 (8/27)	• Welcome and Course Overview	▪ Course Syllabus
Week 2 (9/3)	• Background Check • Professional Ethics	▪ NAEYC Code of Ethics ▪ Disposition Assessment
Week 3 (9/10)	• Introduction to Florida Educator Accomplished Practices (FEAP)	
Week 4 (9/17)	• Working in Schools • School Orientation Preparation	
Week 5 (9/24)	• Observation Process	▪ INTERNSHIP STARTS on 9/21

Week/Date	Course Topic	Readings and Assignments
Week 6 (10/1)	• No Seminar Meeting	▪ Informal Observation
Week 7 (10/8)	• TBD	▪ Informal Observation
Week 8 (10/15)	• Professional Growth Planning	▪ Informal Observation ▪ Midterm Evaluation
Week 9 (10/22)	• No Seminar Meeting	▪ Formal Observation
Week 10 (10/29)	• TBD	▪ Formal Observation
Week 11 (11/5)	• TBD	▪ Formal Observation
Week 12 (11/12)	• Campus Folio	▪ Final Evaluation ▪ INTERNSHIP ENDS 11/12
Week 13 (11/19)	• No Seminar Meeting	▪ Internship make up (as necessary)
Week 14 (11/26)	THANKSGIVING HOLIDAY	
Week 15 (12/3)	• Final Reflection & Course Culmination	▪ Critical Task

** The instructor reserves the right to modify the course schedule and/or assign additional readings with adequate notice based on the rate of progress, student needs, and/or other unforeseen events.

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

Critical Tasks: Students in the Early Childhood Education Program are required to successfully complete Critical Tasks in program courses to document meeting State of Florida teacher preparation standards. All tasks designated as Critical Tasks must be submitted to the e-portfolio system ***Campus Folio***. At the end of the semester, you are responsible for submitting the assignments to *Campus Folio*

as directed by the instructor. **Failure to submit to *Campus Folio* in a timely manner will result in failure of the course.**

All Critical Tasks assignments must be completed with a score of 3 or above on each criterion on the rubric in order to pass the course. In the event when your initial Critical Tasks assignment submission does not meet the required score of 3 or above, but you are passing the course otherwise, then you will be given feedback and will be offered an opportunity to revise and resubmit your assignment one additional time. In such case, the original score on the assignment will be used to compute the final grade for the course.

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

Canvas: This course will be offered via USF's learning management system (LMS), CANVAS. In other words, CANVAS will be used to share all major course related information, such as announcements, course readings, assignment rubrics, and extra resources. Please check them regularly and download materials as necessary. You are responsible for information that is emailed to your USF email account and/or is posted on CANVAS. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop/Phone Usage: All students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. While using a word processor to take class notes is acceptable, web-surfing during class sessions will not be tolerated. Additionally, cell phones must remain silent during all class periods. Answering, talking, or text messaging on cell phones during class will not be tolerated. Anyone who violates this policy repetitively may be asked to leave the class by the instructor.

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://www.usf.edu/student-ombuds)