FAU

FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	***Current* Course Title**
EEX 4843	Practicum 2: Students with Mild Disabilities

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:
Practicum: Students with Mild Disabilities

Change prefix
From: **To:**

Change course number
From: **To:**

Change credits*
From: **To:**

Change grading
From: **To:**

Change WAC/Gordon Rule status**
Add ☐ **Remove** ☐

Change General Education Requirements***
Add ☐ **Remove** ☐

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:
programmed ESE major

Change corequisites to:
EEX 4066, EEX 4601, EEX 4932

Change registration controls to:
ESE majors only

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes: Summer 2026

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Lisa Finnegan/lfinnegan@fau.edu/561-297-3284

Approved by	***Date***
Department Chair	12-1-25
College Curriculum Chair	12/18/2025
College Dean Charles Dukes	1/5/2026
UUPC Chair Korey Sorge	1/26/26
Undergraduate Studies Dean Dan Moeroff	1/26/26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

EEX 4843
Practicum: Students with Mild Disabilities
3 credits

Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX
Office hours: MWF 11-12
Classroom: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description
This is the semester-long final field experience involving demonstration of competencies in assessment, strategic and tactical planning, instructional methods, curricula for academic, social, behavioral, vocational skill development, and collaborative consultation.

Instructional Method
In person instruction within an approved K12 school is required. In addition to in-person teaching several in-person seminars will be held.

Prerequisites: Programmed ESE major;
Corequisites: EEX 4066, EEX 4601, EEX 4932

Course Objectives/Student Learning Outcomes
Our coursework is guided by the Florida Standards, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Council for Exceptional Children (CEC) Standards, and CAEP Accreditation Standards. Student competencies developed through these standards are measured and demonstrated through mastery of the Florida Educator Accomplished Practices, which represent the core knowledge, skills, and professional behaviors expected of effective Florida educators.

Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through observations, coursework and interactions with stakeholders.

By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.
The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions.

Expected outcomes based on the FEAPs

The Candidate:

- Aligns instruction with state-adopted standards at the appropriate level of rigor. (A.1.a)
- Sequences lessons and concepts to ensure coherence and required prior knowledge.(A.1.b)
- Designs instruction for students to achieve mastery. (A.1.c)
- Selects appropriate formative assessments to monitor learning. (A.1.d)
- Uses diagnostic student data to plan lessons. (A.1.e)
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. (A.1.f)
- Provides classroom instruction to students in P-K through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C. (A.1.g)
- Organizes, allocates, and manages the resources of time, space and attention. (A.2.a)
- Manages individual and class behaviors through a well planned management system. (A.2.b)
- Conveys high expectations to all students. (A.2.c)
- Respects students' background. (A.2.d)
- Models clear, acceptable oral and written communication skills. (A.2.e)

- Maintains a climate of openness, inquiry, fairness and support. (A.2.f)
- Integrates current information and communication technologies. (A.2.g)
- Adapts the learning environment to accommodate the differing needs of students. (A.2.h)
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. (A.2.i)
- Creates a classroom environment where students are able to demonstrate resiliency. (A.2.j)
- Delivers engaging and challenging lessons. (A.3.a)
- Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. (A.3.b)
- Identify gaps in students' subject matter knowledge (A.3.c)
- Modifies instruction to respond to preconceptions or misconceptions. (A.3.d)
- Relates and integrates the subject matter with other disciplines and life experiences. (A.3.e)
- Employs higher order questioning techniques. (A.3.f)
- Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. (A.3.g)
- Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students. (A.3.h)
- Supports, encourages, and provides immediate and specific feedback to students to promote student achievement. (A.3.i)
- Utilizes student feedback to monitor instructional needs and to adjust instruction. (A.3.j)
- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process. (A.4.a)
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. (A.4.b)
- Uses a variety of assessment tools to monitor student progress, achievement, and learning gains. (A.4.c)
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. (A.4.d)
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). (A.4.e)
- Applies technology to organize and integrate assessment information. (A.4.f)
- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. (B.1.a)
- Examines and uses data-informed research to improve instruction and student achievement. (B.1.b)
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. (B.1.c)
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. (B.1.d)
- Engages in targeted professional growth opportunities and reflective practices. (B.1.e)
- Implements knowledge and skills learned in professional development in the teaching and learning process. (B.1.f)

Note Regarding Florida ESOL Competencies:

This course incorporates multiple language acquisition instructional strategies throughout its design and delivery. While these strategies are integrated into our coursework and classroom practices, they are not specifically identified in this syllabus because the Florida ESOL standards are currently undergoing revision. Students will receive guidance on appropriate language acquisition strategies during relevant course activities and discussions.

Assignments are measured by demonstrating the Florida Educator Accomplished Practices (FEAPs) indicators through observations, work submissions, and interactions with stakeholders. Elements of the Florida Educator Accomplished Practices:
1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment Continuous Improvement, Responsibility, and Ethics
5. Continuous Improvement, Responsibility, and Ethics
6. Professional Responsibility and Ethical Conduct

Requirements:

- Attendance at Practicum Orientation
- Attendance and Punctuality Every Day (Max. 3 days absence with appropriate documentation)
- Access to an Active LiveText Account.
- Access to an iObservation Account

Assessments/Evaluations:

- Observation of Teaching (formal and informal) - including lesson planning, instruction, coaching and feedback
- Assessment Unit Cycle - including pretest, written lesson plans, observation, post-test, data analysis and reflection.
- Recorded lessons and post-conferences
- Mid-Term/Final Assessments
- Teacher Candidates are also evaluated through daily interactions with students, colleagues, administrators, etc.

OBSERVATIONS:

- Four (4) by university supervisor
- Four (4) by clinical educator
    - All observations are announced in advance
    - A minimum of (8) observations (no double-dipping)

MID-TERM / FINAL:

- Mid-Term: A rating of "Not Using" or "Beginning" on any one indicator results in the development of a Remediation Plan
- Final: Ratings of at least "Developing" or "Applying" on all indicators

Course Grading Scale

This course is graded as Satisfactory (S)/Unsatisfactory (U) based on final scores of being proficient at a Developing or Applying level on the Observation Tool and Professional Attributes and Dispositions are consistently present.

Grade	Percentage (%)
A (S)	93 – 100%
A- (S)	90 – 92%
B+(S)	87 – 89%
B (S)	83 – 86%
B- (S)	80 – 82%
C+ (S)	77 – 79%
C (S)	73 – 76%
C- (U)	70 – 72%
D+ (U)	67 – 69%
D (U)	63 – 66%
D- (U)	60 – 62%
F (U)	0 – 59%

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Students are expected to attend the Practicum orientation and all seminars.
Students who miss any of the mandatory seminars forfeit their ability to be considered for Early Release into a position prior to the end of the Practicum semester.
Absences exceeding three (3) days from the placement site must be made up in a manner approved in advance by the university supervisor, clinical educator, and the Director of School Engagement. This will result in an extension of the Practicum experience beyond the designated time frame.

Special Course Requirements: Livetext required

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website:
https://www.fau.edu/education/students/livetext/

Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures (optional)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or 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 University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in university-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a university-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Absences During Practicum

Students are expected to attend the Practicum orientation and all seminars.
Students who miss any of the mandatory seminars forfeit their ability to be considered for Early Release into a position prior to the end of the Practicum semester.
Absences exceeding three (3) days from the placement site must be made up in a manner approved in advance by the university supervisor, clinical educator, and the Director of School Engagement. This will result in an extension of the Practicum experience beyond the designated time frame.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Watermark (Livetext) Assessment Tool Statement for Course

Students in this course are required by the College of Education to have an active Livetext account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active Livetext account may have an academic hold placed on their record. Information regarding account activation is provided on the college of education website: https://www.fau.edu/education/students/livetext/

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Required Texts/Readings

This course utilizes textbooks and materials selected for their academic rigor and alignment with evidence-based educational practices. All assigned readings and materials support the development of professional competencies outlined in the Florida Educator Accomplished Practices (FEAPs) and course learning objectives.

Content Selection and Focus

In compliance with Florida Statutes Section 1000.05 and Rules 6A-5.066 and 6A-5.081, Florida Administrative Code, this course:

- Emphasizes critical thinking, content mastery, and effective instructional strategies
- Focuses on research-based practices that promote student achievement
- Provides opportunities to develop professional competencies and pedagogical skills

Instructional Materials

Selected Content: Course instruction will focus on textbook chapters, articles, and materials that directly support course objectives and professional preparation. Not all chapters or sections of assigned textbooks may be covered, as content selection is guided by:

- Alignment with Florida state standards and educator competencies
- Evidence-based research supporting effective teaching practices
- Professional relevance to classroom instruction and student success
- Compliance with state educational requirements

Supplementary/Recommended Readings (if applicable)

- Marzano Focused Teacher Model
- Florida Educator Accomplished Practices
- Florida State Standards for K-12 Classrooms

Course Topical Outline

https://drive.google.com/file/d/11sMrWdzvdzPbyhXL8W43GWkKZvAdr7aB/view?usp=sharing

Appendix A: Lesson Plan or link as a document to use to copy and paste over to Livetext
Appendix B: Marzano Tool or link