FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department

College

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

***Current* Course Prefix and Number**	EEX 4050	***Current* Course Title**	Overview of Students with Exceptionalities

*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:

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:
Remove previous pre-requisite

Change corequisites to:

Change registration controls to:

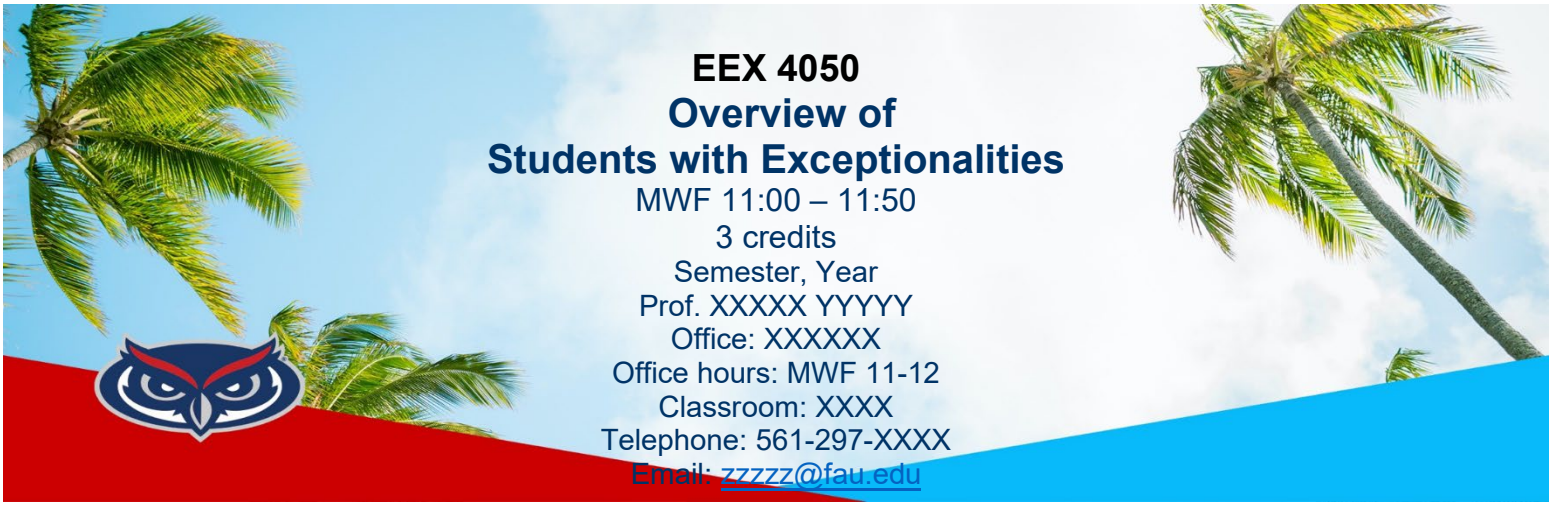
Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

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	Joseph Brojomohun-Gagnon	12/2/25
College Curriculum Chair		12/18/2025
College Dean	Charles Dukes	1/5/2026
UUPC Chair	Korey Sorge	1/26/26
Undergraduate Studies Dean	Dan Messroff	1/26/26
UFS President		
Provost		

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



EEX 4050
Overview of
Students with Exceptionalities

MWF 11:00 – 11:50
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 an overview course examining issues in providing educational services to individuals with disabilities. Emphasis will be placed on definitions and concepts, theories of learning, classification, prevalence, etiology, behavioral characteristics, prevention and intervention strategies, and family involvement.

Instructional Method

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various backgrounds.

Prerequisites/Corequisites:

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.

<u>Expected outcomes based on the FEAPs</u>

The Candidate:

- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. (B.1.d)
- Adheres to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B.2.a)
- Adheres to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B.2.b)
- Adheres to the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B.2.c)
- 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)

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.

COURSE CONTENT:

- Overview of special education
- Special education process: IEP to service delivery
- Common Core State Standards
- School, family, and community collaboration
- Learning disabilities
- Intellectual disabilities
- Emotional or behavioral disabilities
- Communication disorders
- Deaf or hard of hearing
- Blindness or low vision
- Physical or health disabilities
- Autism spectrum disorders
- Severe disabilities
- Children who are at risk-early identification and intervention
- Attention deficit/hyperactivity disorder
- Gifted and talented

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENT (CA): JOURNAL ARTICLE REPORT:

Students will complete four (4) journal article reports from special education journals. Students will demonstrate the ability to use instructional and other electronic tools to gather information, to communicate their knowledge of subject matter by using the materials and technologies of the field, and to use data and reflect on data to improve professional practice.

Guidelines for completing the reports are located in Appendix A. The first article to be read is: *English Language Learners and Response to Intervention*. A complete citation of this article can be found in the bibliography of the syllabus (see article with two asterisks).

Reports are to include the following information:

a. Summary of the main points of the article
b. Critical analysis of how the subject in the article affects individuals with disabilities or the field of exceptional student education.
c. How the subject addressed in the article will be meaningful to you in your anticipated career
d. The writing style of the author (e.g., was easy/hard to understand, well written, confusing, etc.)
e. Summaries are to be 3-5 typed using Times New Roman, 12-point font, double-spaced pages (not including the cover page). The following information is to be included on the cover page: course title, prefix, and course number; assignment name and number (e.g., Journal Article Report #1); journal article title, your name; instructor's name; and date submitted.

f. Include the Scoring Rubric as your final page.

Departmental Special Education Policy on CRITICAL ASSIGNMENT(S)

Critical Assignments, *Live Text*, and the COE Assessment System

Many courses in the Department of Special Education include Critical Assignments (CAs), and the Department requires students to demonstrate mastery in these assignments. **Students are advised to purchase *Live Text* for some courses in the College of Education or this Department.** For this course, the Educator Accomplished Practices (EAP a.2.g, b.1.b) will be measured by the Journal Article Reports, which are the Critical Assignment. Once your professor has graded the journal articles, students must upload them to LiveText.

DSE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

For this course, the student must earn a minimum of 73% of the 120-points total allotted for the four journal article reports. (The points allotted for each of the four journal reports are 30 points each or 120 total points.) To receive a passing grade for the critical assignment, a student must earn 73% of 120 points or 88 points.

Remediation policy:

- **If a student is passing the course** but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is not passing the course and** has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

2. **FIELD EXPERIENCE REQUIREMENT**:
   Students are required to complete a minimum of **15 observation hours in special education settings**. It is preferred that the observation be conducted in a varying exceptionalities classroom. Each of the classroom observation experiences must include the observation of students with disabilities. Each classroom observation visit must be for a **minimum of two hours at a time.** Students are required to keep a log documenting the observation experiences. Observation Log forms require the signature of the host teacher or the program director during each visit. Observation Logs are to be submitted along with the

Observation Report. (See Appendix C for a copy of the Observation Log and the Student Observer Guide).

NOTE: This requirement has been specified in the FAU University Catalog. Students who do not complete the required hours will receive an Incomplete for the course which must be completed within one semester, or the student will receive a failing grade.
See Appendix D (Field Experience Information for ESE Students) for specific information on applying for field experience placements and security clearance requirements for the counties and school systems served by FAU.

3. SUMMARY REPORT OBSERVATION:

Students are to prepare one report summarizing the observation experiences in the observation settings. The following information is to be included on a cover page: course title, prefix, and course number; assignment name; your name; instructor's name; and date submitted. **The following areas are to be the focus of the classroom observations. For the Observation Summary Report, *all of these areas* must be used as subheadings to prepare your paper.**

SCORING RUBRIC FOR OBSERVATION REPORT
EEX 4050, Fall-2025
Overview of Programs in Exceptionalities

Name: _____ Date: _____

Instructor:

Overall Rating / Total Points Earned: _____/_____

Assignment Title: ***Observation / Reaction Report:***

Description: This assignment is linked to a field experience of 15 hours of observation in special education classroom settings. Students will demonstrate their ability to communicate effectively in writing their knowledge of learning and development theories and subject matter pertaining to special education in the form of an observation report. Students will be evaluated based on content of the report, reflections, as well as mechanics, grammar, and spelling. The report will include ALL of the following components:

- Type of setting (e.g. integrated classroom, resource room)
- Types of exceptionalities (e.g. learning disabilities)
- Similarities and differences among students with disabilities
- Other student information (e.g. age, grade level, gender)
- Classroom management techniques used
- Type of teaching materials used
- Type of teaching strategies employed, including strategies for students with limited English proficiency
- Attitudes linked to any barriers in students with disabilities
- Other notable information
- Your **reaction** to observation in relation to course content (**important!** Points will be lost if not included.)

4. EXAMS.

Five exams will be given with objective and practical application formats. These exams are drawn from lectures, handouts, in-class practice activities and out-of-class assignments and the textbook. Make-up exams may be given, but only under extenuating circumstances. It is the responsibility of the student to get in touch with the professor and take the make-up exam within 24 hours of the exam date.

5. READING ASSIGNMENTS:

Students are expected to read the text and other readings assigned prior to coming to class and be ready to participate in class discussions on the assigned topics.

6. IN-CLASS ASSIGNMENTS:

There will be in-class assignments to emphasize certain concepts in some chapters. Instructions for the completion of these assignments will be given in class. **If you are not present in class when these assignments are given, you may not be permitted to make them up.**

ASSESSMENT PROCEDURES:

Assignment	**Points**	**% of Course Grade**
4 Journal Article Reports (CA) 4 @ 30 points each	120	36%
In-Class Assignments	25	8%
Observation Summary Report	60	18%
Exams 5 @ 25 points each	125	38%
TOTAL	**330**	**100%**

Course Grading Scale:

Activity scores are cumulative, and the grade scale represents percentage of total points earned.

A =	93-100	A- =	90-92	B+=	87-89	B =	83-86
B- =	80-82	C+=	77-79	C =	73-76	C- =	70-72
D+=	67-69	D =	63-66	D- =	60-62	F =	Below 60

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

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special Course Requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

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 of 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.

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.

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

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

Richards, S., Smiley, L., & Taylor, R. (2025). Exceptional students: Preparing teachers for the 21st century (5th ed.). Boston: McGraw-Hill.

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.

Supplementary/Recommended Readings (if applicable)

Course Topical Outline

- Concept Mapping
- Discourse Models
- Stigma (Goffman, p1)
- Stigma (Goffman, p2)
- Conceptualizing Stigma
- Social Science Research
- Awareness and Effect on Disability
- Life Span Issues
- People Who Look Different
- People Who Move Differently
- People Who Communicate Differently
- People Who Behave Differently
- People Who Learn Differently
- People with Non Visible Disabilities
- Advocacy