FAU

FLORIDA ATLANTIC UNIVERSITY

NEW/CHANGE PROGRAM REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
Banner _____
Catalog _____

Program Name
Bachelor in Exceptional Student Education

☐ **New Program***

☑ **Change Program***

Effective Date
(TERM & YEAR)
Summer 2026

Please explain the requested change(s) and offer rationale below or on an attachment.

State changes caused two courses previously part of ESE program (EDF 2084 & EDF 3610) to be removed. The DSE is requesting previous program prerequisite course (EEX 2091 Disability & Society) be moved into the program core course sequence to replace one removed course and to increase the credits from 1 to 3 for EEX 4932 Individualized Education Programs. An increase in course content and practical skills on Individualized Education Programs was suggested by graduates of the program. The ESE program has variable credits for practicum and student teaching allowing students to meet 120 credits for graduation yet also provide full time status if needed (program credit range 57-66). Additionally the Department of Special Education is revising the course sequence to prepare teacher candidates for Student Teaching and state required subject area tests earlier in their program. Revised course sequence will require changes for some course pre & co-requisites

EEX 2091 move from program prerequisite into program core
EEX 4932 increase from 1 credit to 3 credits and change pre/co-requisites due to moved earlier in sequence
EEX 4050 - Remove prerequisites
EEX 4751- Remove co-requisite
EEX 4101- Remove prerequisites
EEX 4604- Change pre & co-requisites
EEX 4221-Change pre-requisites
EEX 4250- Change pre-requisties
EEX 4601 -Change pre & co-requisities
EEX 4066 -Change pre & co-requisites
EEX 4843 -Change pre & co-requisites

*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.

Faculty Contact/Email/Phone
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Consult and list departments that may be affected by the change(s) and attach documentation
All COE departments have been contacted and email of no conflict attached for EEX 4932 & EEX 2091

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 attachments to mjenning@fau.edu seven business days before the UUPC meeting.

Department of Special Education Changes Summary and Rationale

The Department of Special Education is revising the course sequence to better prepare teacher candidates for Student Teaching and state required subject area test preparation. Additionally, the State has indicated two courses (EDF 2084 & EDF 3610) previously part of program requirements be removed. The DSE is requesting a previous program pre-requisite (EEX 2091 Disability & Society) be moved into the program and to increase the credits from 1 to 3 for EEX 4932 Individualized Education Programs. Credit increase is due to additional course content and practical application activities on Individualized Education Programs requested by previous students & graduates. The ESE certification program has variable credits for practicum and student teaching allowing students to meet 120 credits for graduation as required yet also provide full time student status (program credit range will be 57-66).

1. EEX 2091 Disability and Society will be moved from a pre-requisite course to a program course due to the elimination of two courses. Courses previously requiring EEX 2091 as a pre-requisite will change to a co-requisite (EEX 4050,
2. EEX 4932 is increasing in credits from 1 credit to 3 credits. Students have requested more content knowledge, skill, and practice in this course topic. EEX 4932 is also being moved earlier in program course sequence. This will change previous co-requisites.
3. Other EEX courses are being rearranged in their sequence and will require changes in pre or co-requisties.

Catalog Changes below:

Exceptional Student Education (with ESOL and reading Endorsements)
Bachelor of Arts (B.A.)
Bachelor of Arts in Education (B.A.E.)

(Minimum of 120 credits required)

The undergraduate program in Exceptional Student Education prepares students to teach individuals with mild learning and behavioral disabilities as well as individuals with moderate to severe disabilities.

Admission Requirements

All students seeking admission to the undergraduate program in Exceptional Student Education (ESE) must first meet the University's general upper-division admission requirements. In addition, each applicant must:

1. Have a minimum GPA of 2.5 on a 4.0 scale on the general education component of undergraduate studies OR have completed requirements for a baccalaureate degree with a minimum GPA of 2.5 from any college or university accredited by a regional accrediting institution;
2. Present passing scores on all sections of the General Knowledge Test;
3. Have a recommendation for admission to the program by the Department of Special Education.

Prerequisite Coursework for Transfer Students

Students transferring to Florida Atlantic University must complete both lower-division requirements (including the requirements of the General Education Curriculum) and requirements for the college and major. Lower-division requirements may be completed through the A.A. degree from any Florida public college, university or community college or through equivalent coursework at another regionally accredited institution. Before transferring and to ensure timely progress toward the baccalaureate degree, students must also complete the prerequisite courses for their major as outlined in the *Transition Guides.*

All courses not approved by the Florida Statewide Course Numbering System that will be used to satisfy requirements will be evaluated individually on the basis of content and will require a catalog course description and a copy of the syllabus for assessment.

Program of Studies

All ESE courses are offered in a prescribed sequence with specific prerequisites. Students should be programmed as soon as possible to receive appropriate advising. Students must be admitted and programmed by a Department of Special Education faculty member prior to the spring semester of their junior year.

Course Requirements

~~*Prerequisite*~~

Course Title	Course Number	Credits
~~Disability and Society or RI: Disability and Society or equivalent~~	~~EEX 2091~~	~~3~~

Courses outside the Special Education Department

Course Title	Course Number	Credits
Language Arts and Literature: Birth through Grade 8	LAE 4353	3
Educational Measurement and Evaluation	EDF 3430	3
Education in a Multicultural Society	EDF 3610	3
Applied Learning Theory	EDF 3210	3
Introduction to Theories and Practices of TESOL	TSL 4080	3
Principles and Methods: K-9 School Math	MAE 4350	3
TESOL Issues and Practices	TSL 4081	3
Reading Diagnosis and Remediation: Pre-K through Grade 8	RED 4552	3

ESE Core Courses

Course Title	Course Number	Credits
Disability and Society or RI: Disability and Society or equivalent	EEX 2091	3
Language and Speech Disorders	EEX 4101	3

Assessment of Exceptional Individuals*	EEX 4221	3
Reading Instruction in Special Education*	EEX 4250	3
Behavior Change Strategies	EEX 4601	3
Instructional Practices for Students with Mild Disabilities	EEX 4066	3
Practicum 1: Students with Mild Disabilities+	EEX 4843	1-3
Classroom Management	EEX 4604	3
Collaboration with Professionals and Families	EEX 4751	2
Developing Individual Education Programs	EEX 4932	~~1~~ 3
Special Education Technology	EEX 4763	3
Student Teaching: Exceptional Student Education	EEX 4946	3-12

Catalog Course Descriptions Changes

Special Education

Undergraduate Courses /link to graduate courses

Link to Academy for Community Inclusion Courses

Responsible Conduct of Research (EDG 4361) 2 credits
This course offers participants across disciplines the opportunity to develop awareness and competence in promoting ethics,

integrity and the responsible conduct of research (RCR). Students gain knowledge and skills necessary for academic, industrial and institutional researchers to ensure federal compliance with requirements outlined by the U.S. Department of Health and Human Services, Office of Research Integrity. *Grading: S/U*

Building Classroom Management and Discipline (EDG 4419) 3 credits
Course provides an overview of strategies and techniques for organizing and managing classroom settings. Strategies and techniques include arrangements for managing students, materials, time, and space. The course is appropriate for both elementary- and secondary-level teachers.

Disability and Society (EEX 2091) 3 credits
This is an introductory course providing life-span perspectives on disability (applicable to both non-education and education majors), analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in society. The course provides a general introduction to disability, using a social science framework understood as sociology, geography, psychology, anthropology, economics, and political science, and their relationships with history and how they work together to help understand the world.

RI: Disability and Society (EEX 2091) 3 credits
This is an introductory course providing life-span perspectives on disability (applicable to both non-education and education majors), analyzing evidence-based approaches to understanding individual differences and effective support strategies for people with disabilities. analyzing personal, historical, political, economic, and societal perspectives on individuals with disabilities in society. The course provides a general introduction to disability using objective research methodologies including psychology, education, and evidence-based practices to understand individual capabilities and develop effective interventions. Students examine disability through critical analysis of empirical research and evidence-based practices that promote individual achievement and independence. using a social science framework understood as sociology, geography, psychology, anthropology, economics, and political science, and their relationships with history and how they work together to help understand the world. This is a research-intensive (RI) course. (Changes effective fall 2025.)

Typical/Atypical Child Development, Birth to Age Eight (EEX 3201) 3 credits
In-depth examination of the theories of child development, physical/brain development, social/emotional, cognitive, and creative development of children birth to age eight who are developing typically as well as those with delays and disabilities.

Assessment of All Young Children (EEX 3226) 3 credits
Prerequisites: EDF 3430, EEX 3201 with minimum grades of "C"; B.E.C.E. majors only
Focuses on assessment of all young children. Includes identification, administration and interpretation of assessment instruments and processes for intellectual, social, physical, emotional, educational and language evaluation.

Positive Behavioral Supports in Inclusive Early Childhood Settings (EEX 3603) 3 credits
Prerequisites: EEX 3226 with minimum grade of "C"; B.E.C.E. majors only
Focuses on promoting positive behavior and reducing challenging behavior in children with and without disabilities from infancy to grade 3. Methods and materials using research-based, developmentally appropriate practices are covered. Eight hours of field observation are required.

Building Family, Community and School Partnerships (EEX 3754) 2 credits
Prerequisite: B.E.C.E. majors only
Focuses on the skills necessary to create positive working relationships with families. Different approaches, methods and materials using research-based developmentally appropriate practices are covered.

Overview of Students with Exceptionalities (EEX 4050) 3 credits
~~*Pre-requisite or co-requisite: EEX 2091 or equivalent*~~
An overview course examining issues in providing educational services to individuals with mild/moderate mental retardation, specific learning disabilities, and/or emotional handicaps. Emphasis will be placed on definitions and concepts, theories of learning, classification, prevalence, etiology, behavioral characteristics, prevention and intervention strategies, multicultural issues, and family involvement. Service delivery systems will be reviewed and current trends discussed. Four lecture hours per week plus 15 clock hours of field-based observation are required.

Instructional Practices for Students with Mild Disabilities (EEX 4066) 3 credits
Prerequisites: ~~All required Education courses~~, programmed ESE major; Corequisite: EEX 4601, 4843, EEX 4932

A course covering curriculum methods and materials (academic, behavioral, and life skills) used in programs for individuals with mild learning and behavioral disabilities. Topics include instructional models, curricula development for academic, social, and vocational skills, and accommodations.

Special Education Strategies for Elementary Educators (EEX 4070) 3 credits
This course offers education majors the opportunity to understand their roles and responsibilities in teaching students with special needs. Students will explore communication skills necessary for effective collaboration among students, parents, and other school professionals.

Language and Speech Disorders (EEX 4101) 3 credits
~~*Prerequisite or Corequisite: EEX 2091 or equivalent*~~
Various speech and language patterns will be studied in relation to physical, mental, and academic characteristics of individuals with language and/or speech differences. The impact of these characteristics on academic and functional skill acquisition is discussed in relationship to implementation strategies.

Language Development and Intervention in Young Children (EEX 4112) 3 credits
Prerequisites: EEX 3226 and B.E.C.E. majors only
Topics include oral language development, strategies to facilitate development, and appropriate intervention strategies for young children birth to age eight with and without language delays or disorders. Field experience required.

Assessment of Exceptional Individuals (EEX 4221) 3 credits
Prerequisites: EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only
An introductory course in the assessment of exceptional students designed to present guidelines for assessment procedures. Emphasis is placed upon the utilization of test results, informal evaluation, and classroom assessment.

Reading Instruction in Special Education (EEX 4250) 3 credits
Prerequisites: EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only
Course focuses on acquisition of knowledge and skills associated with instructing students who experience mild to moderate problems in learning how to become fluent, independent readers. Emphasis on the areas of phonological awareness, word identification, vocabulary, fluency, and reading comprehension. For ESE students in grades K-12.

Instructional Practices for Students with Moderate/Severe Disabilities (EEX 4472) 3 credits

Prerequisites: EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4221; ESE majors only

Corequisite: EEX 4601, EEX 4842

Course covers basic instructional practices for students with moderate to severe disabilities. Topics include identification of the population, service delivery, the roles and responsibilities of families and professionals, ethical considerations for curriculum development, cultural and linguistic considerations, and best instructional practices in inclusive and non-inclusive settings.

Behavior Change Strategies (EEX 4601) 3 credits

Prerequisites: ~~*EEX 4050, EEX 4101, EEX 4221*~~ *Programmed ESE major; Co-requisites EEX 4066, 4843*~~*; programmed major*~~

This course focuses on applied behavior analysis procedures as used in instructional settings. Emphasis is on designing programs for academic, behavior, and social changes.

Positive Behavior Intervention and Supports for Special Educators (EEX 4604) 3 credits

Prerequisites: ~~*All required Education courses;*~~ *EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only*

~~*Corequisite: EEX 4843, programmed major*~~

An overview of strategies and techniques for organizing and managing classroom settings. Strategies and techniques include classroom arrangements for managing students, materials, time, and space. Emphasis is on working with large groups and multiple groups of students with diverse learning, behavioral, linguistic, and cultural characteristics.

Positive Behavior Intervention and Supports in Elementary Classrooms (EEX 4616) 3 credits

Corequisite: EDG 3324

This course provides an overview of strategies and techniques for elementary school teachers learning to organize and manage K-5 classroom settings. Emphasis is placed on working with large groups and multiple groups of students with varying academic abilities and behavioral needs. diverse learning, behavioral, linguistic and cultural characteristics. A multi-tiered framework will be used to develop effective classroom structure and management of student behaviors to maximize learning opportunities for all students. (Changes effective fall 2025.)

Collaboration with Professionals and Families (EEX 4751) 2 credits

~~*Co-requisites: 4946*~~

Course covers strategies to collaborate with parents and family members of students with disabilities and with school and community personnel who work with these students and families.

Special Education Technology (EEX 4763) 3 credits

Students use, design, and apply the principles of Universal Design for Learning for people with a range of disabilities in class and during field experiences. The course culminates in the development of a technology portfolio that includes teacher tools, assistive technology, curricular content adaptations, and alternatives for instructional delivery and assessment. Field activities are part of this course.

Practicum 1: Students with Moderate/Severe Disabilities (EEX 4842) 1-3 credits

Prerequisites: Programmed major and the following courses with a minimum grade of "C:" EEX 2091, EEX 4050, EEX 4101, EEX 4250, EEX 4221

Corequisites: EEX 4472, EEX 4601

In this in-depth supervised field experience, the student spends a minimum of 6-9 hours per week over a 3-day period in an educational setting. *Grading: S/U*

Professional Development Practicum in Exceptional Student Education (EEX 4840) 3 credits

Prerequisite: Permission of department chair

A field-based experience in which a professional development plan based upon the needs of the individual student and containing objectives with observable, measurable desired outcomes is implemented. *Grading: S/U*

Practicum ~~2~~: Students with Mild Disabilities (EEX 4843) 3 credits

Prerequisites: ~~All required Education courses~~, programmed ESE major; Corequisites: EEX 4066, ~~4604~~, EEX 4601, EEX 4932

An in-depth supervised field experience. The student will spend a minimum of six-to-nine hours per week over a three-day period in an educational setting. *Grading: S/U*

Directed Independent Study (EEX 4905) 3 credits

Directed Independent Research in Special Education (EEX 4911) 0-3 credits
The student will work closely with a research mentor to conduct research and inquiry in special education. The requirements for the course and the criteria for evaluation will be agreed upon by the research mentor, in collaboration with the student. *Grading: S/U* (New course effective spring 2026.)

Developing Individual Education Programs (EEX 4932) ~~1~~ 3 credits
Prerequisites: Programmed ESE major~~; All required General Education courses and Student Teaching prerequisites~~
Corequisites: ~~EEX 4946 and EEX 4751~~ EEX 4066 and EEX 4843
Addresses the development of Individual Education Programs (IEP) for students with disabilities who are served in ~~the~~ school systems. ~~The course is delivered in a three-day seminar prior to the beginning of Student Teaching with a follow-up session later in the semester.~~

Honors Seminar in Exceptional Student Education (EEX 4934) 1-2 credits
Prerequisites: EEX 2091, 4050, 4101, 4250, ~~4221~~ 4751 with grades of "C" or better; Honors in ESE students only
Guides students to integrate and apply knowledge that serves as the foundation for creating, implementing and evaluating interventions that improve the lives of persons with disabilities across domains, including: employment, independent living, leisure/recreation and social relationships. This seminar is to be taken the first fall semester of the students' senior year in the ESE program.

Special Topics (EEX 4937) 1-3 credits
Topics in Exceptional Student Education not covered by other courses. Topics will vary.

Student Teaching: Exceptional Student Education (EEX 4946) 3-12 credits
Prerequisites: All required Education courses, programmed major, permission of advisor
Final field experience involving demonstration of competencies in assessment, strategic and tactical planning, instructional methods, curricula for academic, social, vocational skills development, and collaborative consultation. *Grading: S/U*

Out-of-Field Training Program
(All courses are permission only)

Developing Teacher Internship (EEX 4861) 1 credit

Prerequisites: 4611, 4223, 4081, 4241, 4613

Corequisites: 4102, 4243, 4762, 4753

A supervised field experience, including data-based instruction, classroom management, and assessment. Teachers are provided formative and summary evaluations throughout the semester. This course has a significant field experience requirement. This course is required to be taken for two consecutive semesters.