FLORIDA ATLANTIC UNIVERSITY

NEW/CHANGE PROGRAM REQUEST
Undergraduate Programs

Department Curriculum and Instruction

College Education

UUPC Approval 3-30-26
UFS Approval _____
Banner _____
Catalog _____

Program Name
General College Information for All Programs

☐ **New Program***

☑ **Change Program***

Effective Date
(TERM & YEAR)
Fall 2026

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

These program change updates administrative language to reflect current departmental structure and streamline program administration:

1. Under mission statement update statement to better align with state legislature.
2. Assessment System name changed from Live Text to Watermark Student Learning and Licensure
3. Add Language under Lower Division General Preparation Requirements
4. Course Deletion EDF 2085 due to State Legislature - Rule 6A Updates
5. Remove EME 2040 as a program pre-requisite and add it to the program core
6. Removal of old core requirement language for transfer students from the catalog
7. Remove requirements for admission requirements: Meet minimum standards of physical and mental health and Be interviewed and recommended for admission
8. Remove under eligibility for Bachelor's Degree: "and satisfactorily complete a Preservice Teacher Composite Portfolio"
9. Change Department Name from Student Services to Office for School Engagement.
10. Under Special Requirements for enrollment in student teaching remove "Approval of student's advisor and department"
11. Under Program Information remove Curriculum and Instruction plus Certification concentration programs that have been phased out.

*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
Michelle McGovern mvaugha3@fau.edu

Consult and list departments that may be affected by the change(s) and attach documentation
Curriculum and Instruction

Approved by		***Date***
Department Chair	Michelle Vaughan-McGovern	3/13/2026
College Curriculum Chair	Yash	3/24/2026
College Dean	Charles Dukes	3/25/2026
UUPC Chair	Korey Sorge	3-30-26
Undergraduate Studies Dean	Dan Moeroff	3-30-26
UFS President		
Provost		

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

College of Education

Link to Course Descriptions for the College of Education

Accreditation: The College of Education at Florida Atlantic University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), 140 19th St. N.W., Suite 400, Washington, D.C. 20036, 202-223-0077. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. Graduates of Florida Atlantic University who successfully complete approved teacher education programs are qualified for teaching certificates in all states recognizing this accreditation.

National Report Card
Under Federal Title II requirements, institutions preparing individuals for initial teacher certification are required to make available information concerning the effectiveness of their teacher preparation programs. This information on Florida Atlantic University's professional education programs can be viewed on the College of Education's website at www.coe.fau.edu.

Mission Statement
The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels through the initial and advanced preparation of informed, capable, ethical and reflective decision-making professionals. The College's faculty and students seek to promote and sustain authentic change and excellence ~~and equity~~ in their respective fields and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, bringing faculty and students together to improve the quality of education for all ~~in an increasingly diverse, technological, inclusive and global society.~~ students.

~~Live Text Resource~~ Watermark Assessment System Requirement

The College of Education has adopted a student assessment resource (Student Learning and Licensure by Watermark). Based on program requirements, students will purchase and utilize this resource from the beginning of their degree program through program completion. More information is provided on the College of Education website.

~~Lower-Division General Preparation Requirements~~

Bachelor's Degree Program Information

Admission Requirements
Applicants for admission to the College of Education must meet the general freshman or transfer admission requirements of the University. Consult the Admissions section of this catalog for specific requirements.

In addition to FAU general education lower-division preparation, Elementary, Secondary and Special Education majors must take the following education prerequisites:

Course Title	Course Number
Introduction to the Teaching Profession	EDF 2005
~~Introduction to Diversity for Educators~~	~~EDF 2085~~
~~Introduction to Technology for Educators~~	~~EME 2040~~

Transfer students should 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.

~~For prerequisite information for undergraduate transfer students, refer to each major's description below.~~

~~Freshman Requirements~~
~~First-time-in-college students (freshmen) who entered fall 2001 and transfer students who entered fall 2003 who are majoring in Elementary Education, Secondary Education or Special Education must also take 45 credits in general knowledge within the current 51 credits required from the following areas:~~

1. ~~Communications – minimum of 6 credits in English, including writing;~~
2. ~~Mathematics – minimum of 6 credits, excluding intermediate algebra and including college algebra or higher and geometry;~~
3. ~~Sciences – minimum of 6 credits, including earth science, life science and physical science, with a minimum of one associated lab;~~
4. ~~Humanities – minimum of 9 credits, including philosophy and fine arts;~~
5. ~~Social Sciences – minimum of 9 credits, including general psychology and American history.~~

~~Previously Enrolled and Transfer Students~~
~~First-time-in-college students (freshmen) who entered fall 1999 and transfer students who entered fall 2001 who are majoring in Elementary Education or Special Education must take 51 credits from the following areas:~~

1. ~~Communications – minimum of 6 credits, including a speech course;~~
2. ~~Mathematics – minimum of 6 credits, excluding intermediate algebra and computer courses;~~
3. ~~Sciences – minimum of 6 credits in the natural and/or physical sciences with a minimum of one associated lab;~~

4. Humanities – minimum of 6 credits;

5. Social Sciences – minimum of 6 credits, including a psychology or human growth and development course.

Transfer Students

1. Communications – minimum of 6 credits in English composition;

2. Mathematics – minimum of 6 credits, to include college algebra and statistics;
3. Sciences – minimum of 6 credits (a physical science course and a biological science course recommended); individual degree programs may have specific science requirements; consult an academic advisor for further information;

4. Humanities – minimum of 6 credits;

5. Social Sciences – minimum of 6 credits; individual degree programs may have specific social science requirements; consult an academic advisor for further information;

6. General Education Electives – minimum of 6 additional credits required from Areas 1-5.

All general education requirements should be completed prior to admission to a teacher preparation program.

A student who enters FAU as a freshman or transfers with fewer than 30 credits should follow the four-year core requirements, using electives to meet any requirements listed above not included in the four-year curriculum.

Bachelor's Degree Program Information

General Studies Degree Program
The University offers a Bachelor of General Studies (B.G.S.) degree program

that allows students to design a plan of study to meet their personal interests and career goals. The 120-credit program includes 15 credits of upper-division coursework in one discipline, which students select in consultation with an advisor. For more B.G.S. details and degree requirements, please refer to the Degree Programs section of this catalog.

Undergraduate Research Certificate
To recognize undergraduate students' excellence in undergraduate research, the Office of Undergraduate Research and Inquiry (OURI) has established the Undergraduate Research Certificate. Requirements for the Research Certificate include completion of 12 credits of research exposure, skill-building and intensive courses as well as dissemination of the outcomes of students' research and inquiry through a research presentation or exhibition.

Admission Requirements
Admission to the University and/or to the College of Education does not constitute admission to a teacher preparation program. Students seeking admission to a particular program must also meet the admission requirements of the program of their choice.

In general, to be admitted to a teacher preparation program, the applicant must:

1. Have a minimum grade point average (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. Meet the general University first-year student or transfer admission requirements. See the Admissions section of this catalog;
3. ~~Meet minimum standards of physical and mental health; ?~~
4. ~~Be interviewed and recommended for admission; ?~~
5. Be approved for admission by the department concerned and the College of Education Office for Academic and Student Services;
6. Be programmed by an assigned advisor.

Background Check
State of Florida teacher certification requires all applicants to be fingerprinted and screened by the FBI for felony convictions. School districts also require a fingerprint check and screening for school-based clinical assignments for education students. This includes both student teaching and pre-student teaching assignments. Students with felony records will NOT be permitted to be placed in internship settings and will NOT be able to successfully complete the program of studies for their degree and/or certification. Consequently, students with a record of a felony conviction(s) will NOT be eligible for admission to a teacher preparation program at Florida Atlantic University. Admission to the teacher preparation program does not ensure that the student will be able to complete the program and receive the degree in education if ethical violations occur.

Degree Requirements
Students are awarded the ~~Bachelor of Arts in Education (B.A.E.)~~ the B.A.E. or B.S.E. degree by completing the required work in one of the following disciplines: Elementary Education (K-6), Exceptional Student Education (K-12) and Secondary Education (6-12).

These degrees do not require a foreign language at the community or state college or university level. Instead, they require two years of the same foreign language at the high school level. However, students who meet the foreign language requirement at the community or state college or university level may apply for a B.A. or B.S. degree as in other colleges.

Students who complete the requirements for the bachelor's degree in Early Care and Education will be awarded the B.E.C.E. This program is offered jointly by the Department of Special Education and the Department of Curriculum and Instruction.

Students who complete the requirements for the bachelor's degree in Music Education will be awarded the B.M.E. This program is offered jointly by the Department of Curriculum and Instruction in the College of Education and by the Department of Music in the Dorothy F. Schmidt College of Arts and Letters.

Eligibility for B.A.E. or B.S.E. Degree
To be eligible for the Bachelor of Arts in Education (B.A.E.) or Bachelor of Science in Education (B.S.E.) degree, students must fulfill the following requirements:

1. Satisfy the University and College's degree requirements;
2. Satisfactorily complete the last 30 credits as a student in the College of Education with a minimum of 30 credits after final admission to a teacher preparation program;
3. Complete one of the approved teacher preparation programs with a "C" grade or better in all education courses and an "S" in Student Teaching;
4. Elementary, Secondary and Exceptional Student Education majors must complete the education course sequence with a minimum GPA of 2.5 as well as an overall GPA of 2.5;
5. Elementary and Secondary Education majors must pass the Florida Teacher Certification Examination (FTCE) prior to student teaching ~~and satisfactorily complete a Preservice Teacher Composite Portfolio.~~ Exceptional Student Education majors must pass the FTCE prior to completing their student teaching and graduation;
6. Be recommended for graduation by the faculty of the student's major field department and the faculty of the College of Education.

SINCE JULY 1, 1980, THE STATE OF FLORIDA HAS REQUIRED ALL APPLICANTS FOR INITIAL FLORIDA CERTIFICATION TO DEMONSTRATE, THROUGH A COMPREHENSIVE WRITTEN EXAMINATION, MASTERY OF THE MINIMUM FLORIDA SUBJECT AREA COMPETENCIES AND SKILLS AND OTHER CRITERIA ADOPTED BY THE STATE BOARD OF EDUCATION (Florida Teacher Certification Examination-FTCE).

Security Clearance
Students registering for courses requiring field experience ~~MUST~~ may be required to go through a security clearance process. This process requires students to be fingerprinted and, depending on the school district, to participate in a drug screening to be approved for security clearance. A processing fee payable to the appropriate school district is required. It is strongly recommended that students complete this process once they are

admitted to the University.

For detailed information, visit the College of Education ~~Student Services~~ Office for School Engagement website. Information will also be provided in courses with field placement requirements.

Admission to Supervised Teaching Experience
Each candidate for student teaching and practicum and for graduate internships must file, in advance, an application in the ~~Office for Academic and Student Services.~~ Office for School Engagement. Student teaching is offered in the fall and spring semesters (ESE in spring only). Deadlines for applications are:

Fall Semester – Applications to student teach during the fall semester must be filed by January 31.
Spring Semester – Applications to student teach during the spring semester must be filed by September 15.

Special requirements for enrollment in student teaching are:

1. Admission to a degree or certification program in the College of Education;
2. Completion of an application for student teaching;
3. Successful completion of all required coursework. Secondary subject majors must have completed all academic and professional requirements. All Education majors must have at least a "C" in each foundations course;
4. An overall GPA of 2.5 or higher;
5. ~~Approval of student's advisor and department;~~
6. All Elementary Education and Secondary Education majors must have a minimum of a "C" in each Education major course and must have satisfactorily completed all screening examinations;
7. Exceptional Student Education majors must have completed all courses, earned at least a grade of "C" or better in all education courses and demonstrated competency on Florida's Educator Accomplished Practices;

8. All incompletes must be removed prior to being admitted to student teaching;
9. Any required departmental policies/exit examinations must have been completed;
10. Elementary Education and Secondary Education majors must present passing scores on the Florida Teacher Certification Examination (both subject matter and professional) prior to being approved to enroll in student teaching.

Master's Degree Program Information

Master's degree programs are offered by the College of Education to qualified persons who have sufficient and satisfactory undergraduate preparation. The following programs are offered:

Communication Sciences and Disorders - M.S.

Counselor Education - M.Ed. with concentrations in:
Clinical Mental Health Counseling
Clinical Rehabilitation Counseling
School Counseling

Curriculum and Instruction - M.Ed. with majors in:
Curriculum and Instruction
Educational Psychology
Elementary Education
Elementary Education with ESOL plus Certification
Environmental Education
Instructional Technology
Reading Education (K-12)
Secondary Education plus Certification

~~Curriculum and Instruction plus certification concentrations in: *(The program is being phased out.)*~~
~~Art (K-12)~~
~~Elementary Education (K-6)~~
~~English with ESOL (6-12)~~

~~Environmental Education (not linked to certification)~~
~~Foreign Language (French, Spanish: K-12)~~
~~Mathematics (6-12)~~
~~Science Education (Biology, Chemistry, Physics: 6-12)~~
~~Social Science (6-12)~~

Educational Leadership and Research Methodology - M.Ed. with concentrations in:
Adult and Community Educational Leaders
Higher Education Leaders
School Leaders (K-12)

Special Education - M.Ed. in Special Education with areas of study in:
Applied Behavior Analysis
Autism Spectrum Disorders
Early Childhood Special Education
~~Gifted Education (endorsement courses available)~~
~~Instructional Practices in ESE~~
~~Professional Development~~
~~Reading~~
Special Education Intervention Specialist

~~Admission Requirements~~
~~1. Applicants must have a minimum grade point average of 3.0 or higher in the last 60 credits of undergraduate work attempted prior to receiving the bachelor's degree and a minimum combined score of 800 on the verbal and quantitative portions of the Graduate Record Examination, OR~~

~~A minimum combined score of 1000 on the verbal and quantitative portions of the Graduate Record Examination (GRE) and a minimum grade point average of 2.5 in the last 60 credits of undergraduate work attempted prior to receiving the bachelor's degree.~~ Applicants for the Communication Sciences and Disorders Program must have a 3.0 GPA and a minimum 1000 on the verbal and quantitative sections of the GRE. ~~Applicants for the Special Education Program must earn acceptable scores on either the GRE or the Miller Analogy Test (MAT). For applicants using the MAT, an acceptable score is in the 50th percentile for intended Education majors.~~

2. Applicants must be approved for admission by the appropriate department as well as by the College of Education. Contact the appropriate department for specific requirements and deadlines.

Admission to Candidacy
Admission to the College of Education graduate program does not constitute admission to candidacy for a degree. Admission to candidacy for a degree has specific requirements which may include:

1. Acceptance by the department;
2. Appointment of an advisor;
3. Preparation by the advisor of a formal program of studies for the degree desired;
4. Passing an examination or other criteria that demonstrate understanding of the broad areas of education and/or field of study covered in the preparation for the master's degree (successful completion of Graduate Internship, ~~Field Project or Master's Thesis in Special Education);~~
5. Passing M.Ed. Reading (subject area portion of FTCE);
6. Having an approved thesis/dissertation topic.

Degree Requirements
The Master of Education degree, consisting of a minimum of 36 credits, is awarded to students who have:

1. Completed at least 18 credits in courses open only to graduate students;
2. Completed an approved program of study as certified by the department chair;
3. Achieved a grade point average of at least 3.0 on all graduate work attempted ("B" in all courses for Special Education);
4. Completed the research and statistics core satisfactorily;
5. Been recommended for the degree by the faculty of the College of Education.

Admission to Supervised Internship Experience
Internship is offered in the fall, spring and summer semesters (fall and spring

only in Curriculum and Instruction plus Certification, Exceptional Student Education, Elementary Education, Guidance and Counseling and Secondary Education [6-12 or K-12]). Special requirements for enrollment in internship are:

1. Admission to a graduate degree program in the University;
2. Contact the Office for Academic and Student Services for deadlines to apply for admission to student teaching;
3. Overall GPA as required by the department;
4. Approval of student's advisor and department;
5. Coursework completed as required by the department;

Combined Degree Program Information

This combined program in Counselor Education pairs the 60-credit Master of Education program with the Specialist in Education program. Students enrolled in this program apply once and are eligible to graduate with their master's degree after they have completed 60 credits of coursework. After completing an additional 12 credits for a total of 72, students would receive their specialist in education degree. See relevant section below.

(New, effective fall 2026.) The Biological Sciences department and the Curriculum and Instruction department have developed a Bachelor of Arts (B.A.) in Biological Sciences to a Master's in Education (M.Ed.) degree program permitting students to earn both a bachelor's degree in biology and a master's degree in education (secondary education) within one year of earning the B.A. degree. This streamlined degree program prepares students for immediate entry into the teaching profession, equipping them with both deep content knowledge and the pedagogical expertise required for licensure.

Specialist's Degree Program Information

The Specialist in Education (Ed.S.) degree is designed to provide an organized sequence of advanced preparation for various types of educational positions requiring more preparation than the master's degree, but for which the doctoral degree with its major research emphasis is not required.

The College of Education offers a program of study leading to the educational specialist's degree in:

1. Counselor Education—Concentrations in Mental Health Counseling, School Counseling, or Clinical Rehabilitation Counseling;
2. Curriculum and Instruction;
3. Educational Leadership—Concentrations in Adult and Community Educational Leaders, Higher Education Leadership, or School Leaders (K-12).

Admission Requirements

1. Applicants must meet College and University requirements.
2. Applicants must be approved for admission by the appropriate department.
3. Other requirements are listed by department.

Counselor Education

1. A master's degree in Counselor Education or related field;
2. An average GPA of 3.0 or higher on all graduate work attempted;
3. A 300-word writing sample that identifies the applicant's career goals and how the program will enable him/her to meet those goals;
4. Three professional and/or academic letters of recommendation regarding suitability for advanced graduate study in the counseling field;
5. The faculty reserves the right to interview any or all applicants prior to admission.

Curriculum and Instruction

1. A master's degree from a regionally accredited college or university;
2. An overall grade point average of 3.0 or better in the last 60 credits of undergraduate work prior to the granting of the bachelor's degree;
3. An overall grade point average of at least 3.25 or better on all graduate work attempted;
4. Specified scores on the Graduate Record Examination (GRE); for GRE scores and additional information, click here;

5. Letters of recommendation from two professional supervisors/colleagues;

Additional admission requirements exist for International Students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Educational Leadership

1. Master's degree from an accredited college or university;
2. Achieve a minimum GPA of 3.0 in a master's program, OR
3. Complete the GRE (no minimum sub-score requirement); score may not be more than five years old;
4. A sponsor commitment form from a school principal who is willing to sponsor the student for three semesters of internship (only for School Leaders K-12 students pursuing certification).

Degree Requirements
The minimum requirements for the Specialist in Education (Ed.S.) are as follows:

1. For Counselor Education
    a. students must complete an approved program with a minimum of 72 graduate credits. Additional coursework and other requirements may be required for certification or licensure. Likewise, additional coursework may be required to remove deficiencies.
2. For Curriculum and Instruction, students must complete a minimum of 33 credits above the master's degree in an approved program.

3. For Educational Leadership , students must complete a minimum of 36 credits above the master's degree and a total of at least 72 graduate credits.
4. Take no more than one-third of the graduate credits above the degree prior to being programmed for the specialist's degree.
5. Complete at least one semester of full-time graduate study at Florida Atlantic University.

6. Achieve a grade point average of at least 3.0 on all graduate work attempted.
7. Complete all internship and/or teaching experience required.
8. Complete area of concentration (cognate) requirement of 15-18 credits of graduate-level courses.
9. Complete 6-15 credits of elective requirements in one or more fields outside of the concentration, except Counselor Education.
10. Complete the entire program of study, as certified by the student's advisor or chair.
11. Pass any required qualifying or comprehensive examination in the area of concentration.
12. Receive recommendation for the degree by the College of Education faculty.

Doctoral Degree Program Information

The College of Education of Florida Atlantic University, with the approval of the Board of Trustees and the State of Florida, offers programs of study leading to doctoral degrees in:

1. Counseling (Ph.D.).
2. Curriculum and Instruction (Ph.D.).
3. Educational Leadership—Concentrations in Adult and Community Educational Leaders, Higher Education Leaders or School Leaders (K-12) (Ph.D.).

4. Neuroscience (Ph.D.).
5. Special Education (Ph.D.)

Requirements for the program are listed under individual departments.

Curriculum and Instruction

Faculty:
Sembiante, S. and Vaughan-McGovern, M., Interim Co-Chairs; Acosta, M.; Antonelli, M.; Ariza, E.; Baxley, T.; Bhagwanji, Y.; Bousalis, R.; Brown, S.;

Brown, V.; Cassidy, B.; Dernikos, B.; Dukes, C.; Gonzalez-DeHaas, A.; Klein, R.; Kumar, D.; Lapp, S.; Marinaccio, P.; Musgrove, A.; Nichols, B.; Persin, R.; Powers, J.; Ramirez, A. A.; Rhone, A.; Schoorman, D.; Willems, P.

(Department's mission statement in progress.)

Link to B.A. or B.A.E. in Elementary Education

Link to Honors in Environmental Education Program

Link to Elementary Education Honors Program

Link to Secondary Education Programs - Undergraduate

Link to Secondary Education Honors Program

Link to Combined Programs

Link to Master's Programs

Link to Specialist's Program

Link to Doctoral Program

Link to TESOL Endorsement

Link to Diversity and Global Studies Minor

Link to Early Childhood Environmental Education Certificate

Link to Diversity and Global Studies Certificate

Link to Multicultural Education Certificate

Link to Teacher Leadership Certificate

Early Care and Education

Bachelor of Early Care and Education (B.E.C.E.)

(Minimum of 120 credits required)

(This program description also appears in the Special Education Department.)

The Bachelor of Early Care and Education (B.E.C.E.) is a joint program offered by the Department of Curriculum and Instruction and the Department of Special Education. The B.E.C.E. is designed to prepare teachers and related personnel for employment in the fields of child care and children's services for young children from birth to age five. The program is offered at the Boca Raton campus.

Admissions Requirements
Students enrolling in the B.E.C.E. may exhibit a range of prior levels of preparation. Generally, all students are required to have completed 60 credits of lower-division coursework. This could include the A.A. or A.S. degree in Early Childhood Education determined by articulation agreements with community or state colleges.

All students seeking admission to the B.E.C.E. must meet the University's admission requirements. In addition each applicant must:

1. Have a minimum GPA of 2.5 on a 4.0 scale on lower-division undergraduate coursework for a total of 60 credits;
2. Be programmed for admission to the B.E.C.E. by a faculty advisor from the Department of Special Education or the Department of Curriculum and Instruction.

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.

Course Requirements
As a joint program of two FAU departments, the B.E.C.E. is made up of coursework, field experiences and advisement from both departments. In addition, a careful review of student transcripts will guide advising decisions.

All students are required to take seven Early Childhood core courses (21 credits) and two Reading Courses (6 credits). All students must complete General Education requirements (36 credits), either from an associate's degree program or as non-restricted elective courses in the B.E.C.E. General Education courses include six credits in each of the following areas: Math, English Composition, Science, Social Studies, Humanities and General Education (electives). College-Level Communication and Computation Skills formerly Gordon Rule/WAC courses, Math and English composition, are included in the General Education Requirements. If foreign language courses have not been completed previously, they must be taken as part of the non-restricted electives.

Additionally, students enrolled in the B.E.C.E. will complete 18-21 or more credits of upper-division elective courses in education and related disciplines, which will be determined in consultation with an advisor. A list of recommended electives will be provided for all advisors and students.

Sequence of Course Requirements
Required Early Childhood core courses are offered in a prescribed sequence with specific prerequisites beginning in each fall semester. The sequence of courses requires a minimum of four semesters, including a minimum of one summer term, to complete. Students should be programmed as soon as

possible to receive appropriate advising.

A summary of the 120-credit program follows:

Transfer Credits – 60 credits
Determined through Articulation Agreements with community or state colleges. Early Childhood and General Education Courses can transfer as a 60-credit block for students having completed A.A. or A.S. degrees in Early Childhood. Students transferring the A.S. degree may need additional coursework to satisfy the FAU lower-division General Education core.

FAU Early Childhood Core Courses – 21 credits

Course Title	Course Number	Credits
Typical/Atypical Child Development, Birth – Age 8	EEX 3201	3
Assessment of All Young Children	EEX 3226	3
Designing and Implementing a Blended Curriculum: Birth to Age Eight	EEC 3214	3
Language Development and Intervention in Young Children	EEX 4112	3
Building Family, Community and School Partnerships	EEX 3754	2
Positive Behavior Supports in Inclusive Early Childhood Settings	EEX 3606	3

Blended Early Childhood Methods: Birth – 5	EEC 4313	4

FAU Reading and COE Courses – 12 credits

Course Title	Course Number	Credits
Language Arts and Literature, Birth – Grade 8	LAE 4353	3
Reading Development I: Birth – Grade 3	RED 4308	3
Educational Measurement and Evaluation	EDF 3430	3
Introduction to Theories and Practices of TESOL	TSL 4080	3

B.E.C.E. Open Electives - 15 credits
These courses should be selected in consultation with B.E.C.E. advisor.

B.E.C.E. Program Electives - 12 credits
These courses should be selected in consultation with B.E.C.E. advisor.

Graduation Requirements
B.E.C.E. graduation requirements are consistent with FAU and College of Education standards. Each candidate for graduation must:

1. Earn a minimum of 120 credits in academic courses acceptable toward the degree;
2. Earn a minimum of 45 of these credits at the upper division;
3. Earn the last 30 upper-division credits in residence at FAU;

4. Earn at least 75 percent of all upper-division credits from FAU in the departments of Curriculum and Instruction and/or Special Education, or other departments in the College of Education;
5. Satisfy College-Level Communication and Computation Skills formerly Gordon Rule/Writing Across Curriculum requirements;
6. Fulfill all admissions, program and course requirements;
7. Earn a "C" or better in all Education courses and a "C-" or better in all non-Education courses, maintaining a 2.5 GPA upon graduation;
8. Fulfill the FAU foreign language requirement;
9. Submit a completed Application for Graduation form.

Accreditation Standards for the B.E.C.E.
The B.E.C.E. represents the highest professional standards promulgated by the National Association for the Education of Young Children and the Council for Exceptional Children Division of Early Childhood. All course syllabi include standards delineated by the Florida Department of Education's Educator Accomplished Practices~~. and the FAU College of Education's corresponding Behavioral Indicators.~~ Students must demonstrate competence on all critical assignments embedded in Early Childhood Core Courses and Reading Courses.

Elementary Education (K-6) with ESOL and Reading Endorsements

Bachelor of Arts (B.A.)

Bachelor of Arts in Education (B.A.E.)

(Minimum of 120 credits required)

Admission Requirements
All students seeking admission to the undergraduate program in Elementary Education must first meet the University's general upper-division admission requirements, as well as the lower-division general preparation requirements listed previously in this College of Education section. In addition, each applicant must:

1. Have attained an overall grade point average of 2.5 or higher;
2. Present passing scores on all sections of the General Knowledge Test ~~and disposition screening~~;
3. Be recommended for admission to the program by the Department of ~~Teaching and Learning~~ Curriculum and Instruction and approved by the Office for Academic and Student Services;
4. Be assigned to and programmed by a~~n academic~~ faculty advisor.

Students must be formally admitted into the College of Education prior to enrolling in RED 4308, RED 4552, RED 4750, EEX 4616, EDG 3324 and TSL 4081. During the first week of these courses, students must show a photocopy of the official program signed by the student, ~~and~~ faculty advisor~~.~~, department Chair and Office for Academic and Student Services representative.

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.

Course Requirements
All Elementary Education majors entering the program are required to enroll in courses 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 prior to the second semester of enrollment. Students who complete all program requirements will be eligible for both ESOL and Reading Endorsements upon graduation.

Scope and Sequence of Elementary Education Coursework - 60 (after lower-division general preparation requirements)

First Semester *(prerequisite courses)*

Course Title	Course Number	Credits
Language Arts and Literature: Birth through Grade 8	LAE 4353	3
Introduction to Theories and Practices of TESOL	TSL 4080	3

Early Program Courses *(May be taken at any time during junior or senior years.)*

Course Title	Course Number	Credits
Art: Elementary School	ARE 4313	3
Applied Learning Theory	EDF 3210	3
~~Equity Issues in Multicultural Education~~	~~EDF 3203~~	~~3~~
~~Inclusive~~ Special Education Strategies for Elementary ~~General~~ Educators (effective fall 2025)	EEX 4070*	3
Educational Technology for 21st Century Teacher ~~Teaching~~ (effective fall 2025)	EME 4312	3

Mathematics Content and Standards for K-6 Teachers	MAE 4310	3
Science Content and Standards for K-6 Teachers	SCE 4113	3

Mid-Program Courses *(May not be taken during the first semester of enrollment but must be completed by the final semester prior to student teaching. LAE 4353, TSL 4080, MAE 4310, and SCE 4113 are prerequisites for the courses below.)*

Course Title	Course Number	Credits
Principles and Methods: K-9 School Math	MAE 4350	3
Reading Development 1: Birth through Grade 3	RED 4308 +	3
Principles and Methods: K-9 School Science	SCE 4350	3
K-9 Social Studies	SSE 4150	3
Advisor approved elective		3

Semester Prior to Student Teaching

Course Title	Course Number	Credits
Reading Development 2: Grades 3 through 8	RED 4750 +	3

Reading Diagnosis and Remediation: ~~Pre-~~ K through Grade 8 (effective fall 2025)	RED 4552 +	3
TESOL Issues and Practices	TSL 4081*+	3
Effective Teaching Practices	EDG 3324**+	3
~~Classroom Management for Inclusive Elementary Schools~~ Positive Behavior Interventions & Supports in Elementary Classrooms (effective fall 2025)	EEX 4616	3

Final Semester *(All program courses must be completed prior to student teaching.)*

Course Title	Course Number	Credits
Supervised Literacy Practicum	RED 4348*	3
Student Teaching - Elementary	EDE 4943 or	3-9

One-Year Student Teaching Option (both semesters)

Course Title	Course Number	Credits
Student Teaching (fall semester)	EDE 4945	~~3-6~~ 3-9

Student Teaching (spring semester)	EDE 4945	~~3-6~~ 3-9

* Denotes field experience credits.
** Denotes 90 field experience hours.
+ Students must be admitted and programmed into the College of Education prior to enrolling in these courses.

Students who complete all program requirements will be eligible for both ESOL and Reading Endorsements upon graduation.

Notes to read CAREFULLY:

1. EDF 2005, Introduction to the Teaching Profession; ~~EDF 2085, Introduction to Diversity for Educators;~~ ~~and EME 2040, Introduction to Technology for Educators;~~ or community or state college equivalents are program requirements.
2. See the General Education lower-division requirements elsewhere in this catalog.
3. Grading policy: Students must pass ALL teacher preparation courses with a grade of "C" or better. A "C-" is not considered a passing grade, and the course must be retaken.
4. An active ~~LiveText~~ Watermark Student Learning and Licensure account is a requirement for all program coursework.
5. Out-of-state transfer students must take EDG 3324 at FAU.
6. EDG 3324 requires one additional day per week in ~~a public~~ an approved school setting during the fall and spring semesters.
7. Students must pass RED 4308 and RED 4750 prior to taking RED 4552. No literacy courses (LAE 4353, RED 4308, RED 4750) may be taken after RED 4552.
8. RED 4750 may be taken concurrently with RED 4308. RED 4750 may not be taken before RED 4308.
9. Students must pass TSL 4080 prior to taking TSL 4081. TSL 4080 may not be taken concurrently in one semester with TSL 4081.
10. EDG 3324 grading policy: If a student earns a "D" or an "F" in the field evaluation component or a "D" or an "F" in the coursework component, then the highest grade the student can receive for the

course is a "C-." A "C-" is not considered a passing grade, and the course must be retaken. Students cannot take the EDG 3324 course more than twice.

11. Field experiences in school settings are required in some teacher preparation methods courses.
12. The following must be completed and passed prior to receiving a placement for student teaching: all program courses and other requirements, the professional and subject sections of the FTCE and all appropriate sections of the General Knowledge Test.
13. EDE 4943, Student Teaching, requires that the student is in ~~a public~~ an approved school setting five full days a week during the school day in fall or spring semester.
14. State of Florida teacher certification requires all applicants to be fingerprinted and screened by the FBI for felony convictions. School districts also require a fingerprint check and screening for school-based clinical teaching assignments. Students with felony records will NOT be permitted to be placed in internship settings and will NOT be permitted to successfully complete the program of studies for their degree and/or certification. Consequently, students with a record of felony conviction(s) will NOT be eligible for admission to a teacher preparation program at Florida Atlantic University.
15. For assistance contact the Office for Academic and Student Services:

    Boca campus, 561-297-3570
    Davie campus, 954-236-1028
    Jupiter campus, 561-799-8135

Honors in Environmental Education

Students in both B.A. and B.A.E. programs may be eligible for this honors program, designed for preservice teachers who are passionate about nature, animals and environmental issues. The program delineates ways in which environmental education could be integrated into elementary and middle school classrooms and includes the latest research on the benefits of getting

young learners out of the classroom more often. There is a strong undergraduate research theme underlying the program that explicitly links teacher action research to the nature of science, as defined by state and national standards. Student teachers are introduced to inquiry tools that allow them to examine their own practice and contribute to an exciting new body of research in education, health and social science.

This Honors in Environmental Education program includes honors enrichment that highlights environmental science themes and environmental education pedagogies directly applicable to Grades K-8. Students will be certified in state and national environmental education curricula, including Project Wild. Coursework and experiences are centered on northern Palm Beach and Martin counties with their impressive range of high quality natural sites and community expertise. In addition to learning how to teach in their own schoolyards, students in the Honors in Environmental Education program learn how to integrate visits to and from community partners, such as local nature centers, gardens, wildlife rehabilitation clinics and parks (city, county, state and national). Whenever possible, student teaching placements will be in Palm Beach or Martin County green schools.

Eligibility Criteria

1. Students must have been admitted to the College of Education as an Elementary Education major, with a minimum GPA of 3.0;
2. Students must have completed at least 60 credits with at least a 3.0 overall GPA (this eligibility requirement is higher than the 2.5 GPA required for admission to the Elementary Education major);
3. No more than 20 percent of the Elementary Education majors are eligible to be admitted.

Selection Criteria

1. A 500+ word essay describing why the student is interested in integrating environmental education into their teaching career;
2. Must be willing to take the honors section on SCE 4350 on the Jupiter campus;

3. Must be willing and able to travel to potential school-based placements outside of the student's home radius.

Standards to Remain in the Program

1. Maintain a 3.0 GPA in the major;
2. Meet the requirements of honors compacts in SCE 4113, EDG 3324 and student teaching;
3. Take the honors-enriched version of SCE 4350 (Jupiter campus);
4. Attend occasional workshops.

Honors Enrichment

1. An honors compact in SCE 4113, Science Content and Standards for K-6 Teachers, that includes becoming familiar with the Palm Beach County school district Field Research Ranger Program;
2. An honors section of SCE 4350, Principles and Methods: K-9 School Science, typically taught by the environmental education coordinator, with an emphasis on better links to community partners, the use of outdoor classrooms within school grounds and other nature, place and outdoor-based pedagogies;
3. Placement in district green schools during EDG 3324, Effective Teaching Practices, and collaboration with cohort peers and faculty mentoring to take CITI Institutional Research Board training focusing on educational research;
4. A capstone during EDE 4943, Student Teaching-Elementary, or the Accelerated Introduction into Teaching (AIT), where students will work with their coordinating teacher and the honors faculty to develop, implement and communicate a research project related to their environmental education practice. This will include a paper and presentation based on their research.

~~Undergraduate Research Honors Program: Effective Integration of Educational Impact and Outcomes through Honors Elementary Education (EIEIO - ELEM Honors)~~

~~Undergraduate Elementary Education majors who meet eligibility criteria may apply for admission into the Honors-in-the-Major Program in Elementary Education. Selected students will have the opportunity to engage in undergraduate research and inquiry, explore formal discipline-based research practices and experience mentorship within coursework and in the field.~~

~~Eligibility Criteria~~

1. ~~Student must have been admitted to the College of Education as an Elementary Education major;~~
2. ~~Student must have completed at least 60 credits with at least a 3.0 overall GPA (this eligibility requirement is higher than the 2.5 GPA required for admission to the Elementary Education major);~~
3. ~~Student must have a passing score on all sections of the General Knowledge Test;~~
4. ~~No more than 20 percent of the Elementary Education majors are eligible to be admitted.~~

~~Selection Criteria~~

1. ~~Application essay (statement of purpose), which is due with the application at the end of the sophomore year and must be submitted to the department's designee;~~
2. ~~Recommendation letter from one College of Education faculty member;~~
3. ~~Must be willing and able to travel to potential school-based placements in urban environments outside of student's home radius;~~
4. ~~Must be able to take Honors-in-the-Major research-enhanced courses in the cohort track, which will be located on the Boca Raton campus.~~

~~Standards to Remain in the Program~~

1. ~~Maintain a GPA of 3.5 in upper-division major (after admission with an undergraduate lower-division GPA of 3.0);~~
2. ~~Enroll in courses with the EIEIO cohort, sequential design;~~
3. ~~Adhere to the FAU Honor Code and Department of Education Ethics for Teacher Candidates in Education;~~

4. Participate in peer-mentoring groups and the College of Education Summer Undergraduate Research Fellowship (SURF);

In the event of withdrawal or dismissal from the program, credits earned in courses will be applied to the traditional bachelor's degree in Elementary Education, with no penalty.

Honors Enrichment

1. College of Education SURF participation. Faculty-guided mentorship program with the departments of Curriculum and Instruction and Educational Leadership and Research Methodology. Students attend summer workshops to design the capstone experience research plan.
2. Three courses enhanced by Academic Service Learning (ASL) in a discipline-specific practicum and internship experience (three semesters). Students apply for ASL credit, track hours and earn service learning experience.
3. Collaboration with cohort peers in discipline-specific action research. Students engage in peer mentoring associated with the Office of Undergraduate Research and Inquiry (OURI) and with graduate students in the College of Education.
4. Interdisciplinary application of educational learning theory and educational research theory to a three semester action research project. Students implement a three semester research project including a small pilot study, full implementation, and analysis and presentation.
5. Mentorship with administration including principals of partnering elementary schools.

Capstone Experience
Complete an action research project, reviewed by four faculty members and a council of peers, during the revised section of the EIEIO Honors Student Teaching capstone course and at least two of the following:

1. Present in the College of Education Undergraduate Research Symposium;
2. Submit to present at the FAU OURI Undergraduate Research Symposium;

3. Apply for publication in the *FAU Undergraduate Research Journal*;
4. Apply for publication in an educational research journal;
5. Participate as an FAU peer mentor with the Office of Undergraduate Research and Inquiry.

In addition to FAU general education lower-division preparation and Education prerequisites (see College of Education Lower-Division General Preparation Requirements), Elementary Education majors in the EIEIO - ELEM Honors program must take the following Honors-in-the-Major research-enhanced courses:

Course Title	**Course Number**	**Credits**
Introduction to the Teaching Profession	EDF 2005	3
Applied Learning Theory *(only offered in the spring semester and must be taken with EDF 3430)*	EDF 3210	3
Educational Measurement and Evaluation *(only offered in the spring semester and must be taken with EDF 3210)*	EDF 3430	3
Effective Teaching Practices 1 *(located in designated elementary school campus)*	EDG 3323	2
Effective Teaching Practices *(located in designated elementary school campus)*	EDG 3324	3

~~Student Teaching - Elementary *(Broward County zone schools)*~~	~~EDE 4943~~	~~3-9~~

~~(See B.A. or B.A.E. with major in Elementary Education (K-6) with ESOL Endorsement Curriculum Matrix for complete course assessments linked to student learning outcomes.)~~

Secondary Education Programs

Overview
Secondary Education degree programs are offered in partnership with the Dorothy F. Schmidt College of Arts and Letters and the Charles E. Schmidt College of Science. These programs are Florida Department of Education (DOE) and Council for the Accreditation of Educator Preparation (CAEP) approved. This state and CAEP approval represent the transferability of teaching credentials from state-to-state. Secondary programs currently approved include the following subject areas and grade levels:

English Education 6-12
Mathematics Education 6-12
Science Education (Biology 6-12, Chemistry 6-12, Physics 6-12)
Social Science Education 6-12

The following certification programs are also offered in partnership with the College of Arts and Letters:

Art K-12*
Music Education K-12

* To qualify for Florida state and CAEP certification approval for Art K-12, all education requirements must be met.

Admission Requirements

1. Formal application to the program;

2. Enrollment in an approved baccalaureate or a degree in an approved area;
3. A minimum GPA of 2.5 on a 4.0 scale on the general education component of undergraduate studies, OR completion of requirements for a baccalaureate degree with a minimum GPA of 2.5 from any college or university accredited by a regional accrediting institution;
4. Passing scores on all sections of the General Knowledge Test.

Course Sequence
All Secondary Education majors are required to meet with an academic advisor in the College of Education to review content and education course requirements as listed in the program guides. Upon admittance to the program, students are required to meet with their education ~~and content area~~ faculty advisor~~s~~. Below is the suggested course sequence.

Professional Education

Course Title	Course Number	Credits
Introduction to the Teaching Profession	EDF 2005	3
Applied Learning Theory	EDF 3210	3
Educational Measurement and Evaluation	EDF 3430	3
~~Introduction to Diversity for Educators~~	~~EDF 2085~~	~~3~~
Introduction to Technology for Educators	EME 2040	3
Secondary School Effective Instruction+ *(Security clearance required.)*	ESE 3940	3

Reading in the Content Area ~~Content Reading: Middle and Secondary Schools~~ (effective fall 2025)	RED 4335	3
Supervised Literacy Practicum (to be taken with Student Teaching)*	RED 4348	3
Reading Diagnosis and Remediation: ~~Pre-~~ K through Grade 8* (effective fall 2025)	RED 4552	3
Reading Development 2: Grades 3 through 8*	RED 4750	3
Introduction to TESOL*	TSL 4080	3
TESOL Issues and Practices*	TSL 4081	3
ESOL Strategies for Content Area Teachers**	TSL 4324	3

+ Students must be admitted and programmed into the College of Education prior to enrolling in these courses.
* English Education 6-12 majors only.
** For all Secondary Education majors except English Education 6-12 majors.

Student Teaching
In order to meet the student teaching deadline, a student must be admitted into the Secondary Education Program one full semester prior to student teaching.

The student teaching/internship component requires a separate application. All students must complete all courses (education and subject area), the General Knowledge Test and the FTCE (professional education and subject area) before beginning the student teaching/internship component.

~~Undergraduate Research Honors Program: Effective Integration of Educational Impact and Outcomes through Honors Secondary Education (EIEIO - Secondary Honors)~~

~~Undergraduate Secondary Education majors who meet eligibility criteria may apply for admission into the Honors-in-the-Major Program. Selected students will have the opportunity to engage in undergraduate research and inquiry, explore formal discipline-based research practices and experience mentorship within coursework and in the field.~~

~~Eligibility Criteria~~

1. ~~Student must have been admitted to the College of Education as a Secondary Education major.~~
2. ~~Student must have completed at least 60 credits with at least a 3.0 overall GPA on a 4.0 scale (this eligibility requirement is higher than the 2.5 GPA required for admission to other Secondary majors);~~
3. ~~Student must have a passing score on all sections of the General Knowledge Test;~~
4. ~~No more than 20 percent of the Secondary Education majors are eligible to be admitted.~~

~~Selection Criteria~~

1. ~~Application essay (statement of purpose), which is due with the application at the end of the sophomore year and must be submitted to the department's designee; a program coordinator and a committee of four faculty in the program will review applications and track student progression through the program;~~
2. ~~Recommendation letter from one College of Education faculty member;~~
3. ~~Must be willing and able to travel to potential school-based placements in urban environments outside of student's home radius;~~
4. ~~Must be able to take Honors-in-the-Major research-enhanced courses on the Boca Raton campus.~~

Standards to Remain in the Program

1. Maintain a GPA of 3.5 in upper-division major (after admission with an undergraduate lower-division GPA of 3.0);
2. Enroll in courses with the EIEIO cohort, sequential design;
3. Adhere to the FAU Honor Code and Department of Education Ethics for Teacher Candidates in Education;

Participate in peer-mentoring groups and the College of Education Summer Undergraduate Research Fellowship (SURF);

In the event of withdrawal or dismissal from the program, credits earned in courses will be applied to the traditional bachelor's degree in Secondary Education, with no penalty.

Honors Enrichment

1. College of Education SURF participation. Faculty-guided mentorship program with the departments of Curriculum and Instruction and Educational Leadership and Research Methodology. Students attend summer workshops to design the capstone experience research plan.
2. Three courses enhanced by Academic Service Learning (ASL) in a discipline-specific practicum and internship experience (three semesters). Students apply for ASL credit, track hours and earn service learning experience.
3. Collaboration with cohort peers in discipline-specific action research. Students engage in peer mentoring associated with the Office of Undergraduate Research and Inquiry (OURI) and with graduate students in the College of Education.

Interdisciplinary application of educational learning theory and educational research theory to a three semester action research project. Students implement a three semester research project including a small pilot study, full implementation, and analysis and presentation.

Capstone Experience

~~Complete an action research project, reviewed by four faculty members and a council of peers, during the revised section of the EIEIO Honors Student Teaching capstone course, present in the College of Education Undergraduate Research Symposium and at least two of the following:~~

1. ~~Submit to present at the FAU OURI Undergraduate Research Symposium;~~
2. ~~Apply for publication in the *FAU Undergraduate Research Journal*;~~
3. ~~Apply for publication in an educational research journal;~~
4. ~~Participate as an FAU peer mentor with the Office of Undergraduate Research and Inquiry.~~

~~In addition to FAU general education lower-division preparation and content area courses offered by the Dorothy F. Schmidt College of Arts and Letters or the Charles E. Schmidt College of Science, Secondary Education majors in the EIEIO - Secondary Honors Program must take the following Honors-in-the-Major research-enhanced courses:~~

~~Course Title~~	~~Course Number~~	~~Credits~~
~~Introduction to the Teaching Profession~~	~~EDF 2005~~	~~3~~
~~Applied Learning Theory~~	~~EDF 3210~~	~~3~~
~~Educational Measurement and Evaluation~~	~~EDF 3430~~	~~3~~
~~Secondary School Effective Instruction~~	~~ESE 3940~~	~~3~~
~~Subject-Specific Student Teaching~~		~~6-12~~

~~(See Secondary Program, Course Sequence, Curriculum Matrix for complete course assessments linked to student learning outcomes.)~~

Diversity and Global Studies

Undergraduate Minor

(Minimum of 12 credits required)

This minor is offered by the Department of Curriculum and Instruction in collaboration with the Office of Diversity and Multicultural Affairs in Student Affairs. The minor in Diversity and Global Studies comprises 12 credits and is available to all undergraduate degree-seeking students. It will be conferred upon completion of coursework related to the minor and the completion of a bachelor's degree.

Required Courses (6 credits)

Course Title	Course Number	Credits
The Educated Citizen in a Global Context	EDF 2854	3
Community Engagement for Global Consciousness (Capstone course)	EDF 4802	3

Elective Courses (6 credits)

Course Title	Credits
Elective courses pertaining to diversity and global studies must be selected in consultation with an academic advisor.	6

Early Childhood Environmental Education

Undergraduate Certificate

(Minimum of 12 credits required)

This certificate program complements a growing list of academic programs focused on preparing educators and their engagements in the development of environmental education programs in schools and communities. Complementing programs such as the Bachelor of Arts or Bachelor of Arts in Education with Honors in Environmental Education, Environmental Education Certificate and the Master's in Environmental Education, this certificate program focuses on the preparation of educators and leaders in guiding the development of young children's early environmental literacy skills as well as program development in both formal and non-formal educational settings serving young children and their families. The curriculum's specific focus is on emergent curriculum development and delivery in outdoor natural environments, experiential learning as a significant mode of teaching and learning, whole-child development and scaffolding, children's growth of environmental understanding and ecological identity, and sustainable practices in instruction and programming.

Curriculum
The certificate program requires 12 credits of coursework, consisting of the following required courses:

Course Title	Course Number	Credits
Foundations of Early Childhood Environmental Education	EEC 4020	3
Exploring Natural Habitats as a Curriculum for Young Learners	EEC 4237	3
Community Engagement in Early Childhood Environmental Education	EEC 4404	3

Select one of the following electives

Course Title	Course Number	Credits
American Environmental History	AMH 3630	3
Introduction to Biological Anthropology	ANT 2511	3
Introduction to Astronomy	AST 2002	3
Life Science	BSC 1005	2
Life Science Lab	BSC 1005L	1
Biological Principles	BSC 1010	3
Biodiversity	BSC 1011	3
Anatomy and Physiology	BSC 2085	3
Contemporary Chemical Issues	CHM 1020C	3
Chemistry for Health Sciences	CHM 2032	3
General Chemistry 1	CHM 2045	3
Survey of Current Environmental Issues through Service Learning	EDG 4044	3
Civic Engagement through Environmental Service Learning	EDG 4045	3

Creative Arts for Young Children	EEC 4303	3
Effective Practices in Early Childhood Environmental Education	EEC 4322	3
The Blue Planet	ESC 2000	3
Nature: Intersections of Science, Engineering and the Humanities	ETG 2831	3
Environmental Science and Sustainability	EVR 1001	3
Environmental Science and Society	EVR 2017	3
Critical Thinking in Environmental Science	EVS 4021	3
RI: Human-Environment Interactions in South Florida	GEA 4275	3
Biogeography	GEO 4300	3
Water Resources	GEO 4280C	3
Physical Geology/Evolution of the Earth	GLY 2010C	4
The History of the Earth and Life	GLY 2100	3
Coastal and Marine Science	GLY 3730	3
Weather, Climate and Climate Change	MET 2010	3

Food, Nutrition and Health	NUR 3183	3
Marine Science	OCE 4006	3
Evolution	PCB 3674	3
General Physics 1 or General Physics for Engineers 1	PHY 2048	3
College Physics	PHY 2053	4
Physical Science	PSC 2121	3
Principles and Methods: K-9 School Science	SCE 4350	3
Designing the City	URP 2051	3
Sustainable Cities	URP 4403	3
Environmental Planning Methods	URP 4420	3

For other appropriate course electives,contact, Yash Bhagwanji, ECEE Certificate Coordinator.

Diversity and Global Studies

Undergraduate Certificate

(Minimum of 12 credits required)

This innovative certificate program comprises 12 credits of coursework that support students' critical consciousness in their education about diversity

within a global context. The certificate in Diversity and Global Studies is available to degree-seeking and non-degree-seeking students. It is conferred upon completion of required and elective courses. All courses must be taken at FAU.

Required Courses (6 credits)

Course Title	Course Number	Credits
The Educated Citizen in a Global Context	EDF 2854	3
Community Engagement for Global Consciousness (Capstone course)	EDF 4802	3

Elective Courses (6 credits)

Course Title	Credits
Elective courses pertaining to diversity and global studies must be selected in consultation with an academic advisor.	6

combined programs

Biological Sciences to secondary education

Bachelor of arts (B.a.) to Master of education (M.Ed.)

Combined Program

(Minimum of 150 credits required)

(New, effective fall 2026.) This B.A. to M.Ed. degree program provides a strategic solution to the growing need for skilled science educators while

offering students a faster, more affordable, and highly effective route to a fulfilling career in teaching. This program represents a forward-thinking investment in both our students and the future of STEM education.

The B.A. in Biological Sciences program requires 40-43 credits with an additional 12 credits of electives. With 12 credits of electives, undergraduate students majoring in Biological Sciences will take a minimum of 9 graduate credits and no more than 12 graduate credits in education courses, leaving 27 or 24 credits of graduate credits to take after earning the bachelor's degree.

Program Details and Coursework
Students should apply for the program in the spring semester of their junior year and must complete 150 credits in specified courses, satisfy all University and College major degree requirements for each academic program, and maintain a cumulative and major GPA of at least 3.0 on a 4.0 scale. Students will be awarded each degree separately upon completion of the individual degree requirements. Students in the Biology B.A. to M.Ed. Program are required to complete a minimum of 9 graduate credits and no more than 12 graduate credits in education courses, leaving 27 or 24 credits of graduate credits to take after earning the bachelor's degree.

Prerequisite Coursework for Transfer Students
Students transferring to Florida Atlantic University must complete both lower-division requirements 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 Transfer Student ·Manual.

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.

This combined program is best suited for undergraduate students entering their junior year. The required courses are detailed below.

Biology Core Requirements - 40-41 credits

Course Title	Course Number	Credits
Biological Principles	BSC 1010	3
Biological Principles Lab	BSC 1010L	1
Biodiversity	BSC 1011	3
Biodiversity Lab	BSC 1011L	1
General Chemistry 1	CHM 2045	3
General Chemistry 1 Lab	CHM 2045L	1
General Chemistry 2	CHM 2046	3
General Chemistry 2 Lab	CHM 2046	1
Organic Chemistry 1	CHM 2210	3
Organic Chemistry 2	CHM 2211	3
Methods of Calculus	MAC 2233	3

Experimental Design and Statistical Inference	PSY 3234	3
Physical Science	PSC 2121	3

Select four of the courses below. Additional courses selected from this category beyond the four courses may be applied toward the elective requirement.

Course Title	Course Number	Credits
One course in Physiology*		4-5
Cell Biology	PCB 3023	3
Genetics	PCB 3063	4
Evolution	PCB 3674	3
Principles of Ecology	PCB 4043	3

*Students who select the "one course in physiology" option may fulfill this option by choosing one of the course/lab combinations below.

Course Title	Course Number	Credits
Principles of Plant Physiology	BOT 4503	3
Plant Physiology Lab	BOT 4503L	1

Human Morphology and Function 1	PCB 3703	3
Human Morphology and Function Laboratory 1	PCB 3703L	1
Human Morphology and Function 2	PCB 3704	3
Human Morphology and Function Laboratory 2	PCB 3704L	1
Comparative Animal Physiology	PCB 4723	3
Comparative Animal Physiology Lab	PCB 4723L	1
Vertebrate Structure Development and Evolution	ZOO 4690	3
Vertebrate Structure Development and Evolution Laboratory	ZOO 4690L	3

Biology Elective Requirements
Students will select 12 upper division courses with BOT, BSC, CBH, EVS, MCB, OCB, PCB or ZOO prefixes.

Secondary Education Certification Course Requirements for Biology Majors
Undergraduate students take these courses during their undergraduate program.

Course Title	Course Number	Credits
Reading Diagnosis	RED 6546	3

Remedial Reading	RED 6548	3
Science: Elementary and Middle School	SCE 6151	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3

Master's Programs

Link to Specialist's Program/Link to Doctoral Program

General Requirements for all graduate programs include:

1. Graduate application;
2. Official transcripts;
3. Undergraduate cumulative GPA of 3.0;
4. Personal statement;
5. Résumé;
6. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of each program.

A maximum of one-third of the total graduate credits taken at FAU as a non-degree student may be applied to the degree program, if approved by the advisor. Up to 6 credits of non-degree program transfer courses may be accepted from other universities at the discretion of the advisor and/or committee.

Master of Education (M.Ed.)

The Master of Education degree is offered with a major in the following areas: Curriculum and Instruction, Curriculum and Instruction plus K-12 or Secondary Certification (6-12), Educational Psychology, Elementary Education, Elementary Education with ESOL plus Certification, Environmental Education, Instructional Technology, Reading Education and Secondary Education plus

Certification. Certificates in Environmental Education, Instructional Design and K-12 Online Teaching are also available.

Notes:

1. The M.Ed. in Reading Education leads to state certification in reading.
2. The M.Ed. for uncertified students seeking initial certification is available in Elementary Education with ESOL plus Certification or Curriculum and Instruction plus Secondary 6-12 Certification.
3. Specific information concerning each M.Ed. K-12 degree program follows.

Curriculum and Instruction

Master of Education (M.Ed.)

(Minimum of 36 credits required)

The M.Ed. in Curriculum and Instruction (for certified teachers with a professional or temporary certificate) may be obtained in person in the areas noted below. The program also is offered online with specialization in Multicultural Education, ESOL Education, and Teacher Leadership, and a classroom-based specialization in Interdisciplinary Early Childhood Education. Students may also earn a certificate in Multicultural Education.

Areas of Concentration (Changes effective spring 2026.)
Art (K-12)
Interdisciplinary Early Childhood Education
English/Language Arts (6-12)
ESOL Education (K-12) (online available)
Foreign Language (French and Spanish) (K-12)
Mathematics (6-12)
Multicultural Education (K-12) (online available)
Reading (K-12) (does not lead to certification as a reading teacher)
Science Education (Biology, Chemistry and Physics) (6-12)
Social Science (6-12)

Teacher Leadership (K-12) (Enrollment is currently suspended for this concentration.)

Note:
The M.Ed. for uncertified students seeking initial certification is available in Elementary Education plus Certification or Curriculum and Instruction plus Secondary K-12 Certification in the Department of Curriculum and Instruction.

Admission Requirements
To be admitted to the M.Ed. in Curriculum and Instruction Program, students must complete the graduate application and provide the following documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have a professional Florida certificate, have a Letter of Eligibility for temporary certification, or are certifiable in one of the degree areas of specialization in Florida, where applicable;
3. Have an undergraduate GPA of 3.0 or better;
4. Submit a personal statement specifying the selected area of concentration (if known), reason for applying to the program and professional goals;
5. Submit a professional résumé;
6. Submit two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague.

Program of Study

Core Courses - 12 credits

Course Title	Course Number	Credits
U.S. Curricular Trends and Issues	EDG 6224	3
Design Components of Curriculum	EDG 6253	3

Program Evaluation in Curriculum and Instruction	EDG 6285	3

Select one of the following two courses

Course Title	Course Number	Credits
Race, Class and Gender in Education	EDF 6637	3 or
Global Perspectives of Curricular Trends Across Nations	EDG 6625	3

Research/Statistics - 6 credits

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3

Capstone Course - 3 credits

Course Title	Course Number	Credits
Action Research in Schools and Communities	EDF 6918	3

Concentration - 15 credits. Complete 15 credits from one of the following concentrations

Multicultural Education

Course Title	Course Number	Credits
Black Perspectives in Education	EDF 6615	3
Foundations of Global Education	EDF 6800	3
Foundations of Multicultural Curricula	EDF 6887	3
Seminar in Multicultural Education	EDG 6705	3
Elective*		3

TESOL/Bilingual Education

Course Title	Course Number	Credits
Seminar in Multicultural Education	EDG 6705	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3
Methods of TESOL and Bilingual Education	TSL 6345	3
Assessment Issues for ESOL and Bilingual Populations	TSL 6440	3

Elective*	3

Interdisciplinary Early Childhood Education (Changes effective spring 2026.)

Core Courses - 9 credits

Course Title	Course Number	Credits
Principles and Models of Early Childhood Curriculum	EEC 6236	3
Creative Arts for Young Children	EEC 6711	3
Seminar in Early Childhood Education	EEC 6932	3
~~Survey and Assessment of Early Childhood Education and Early Childhood Special Education~~	~~EEX 5015~~	~~3~~
~~Methods in Early Childhood Special Education~~	~~EEX 5245~~	~~3~~

Select two of the following courses - 6 credits

Course Title	Course Number	Credits
Community Engagement in Early Childhood Environmental Education	EEC 4404	3
Foundations of Early Childhood Environmental Education	EEC 6026	3

Exploring Natural Habitats as a Curriculum for Young Children	EEC 6239	3
Community Engagement in Early Childhood Environmental Education	EEC 6435	3
Survey and Assessment of Early Childhood Education and Early Childhood Special Education	EEX 5015	3
Methods in Early Childhood Special Education	EEX 5245	3

Teacher Leadership

Course Title	Course Number	Credits
Leading Adult and Professional Learning in Schools	ADE 6268	3
Clinical Evaluation	EDA 6507	3
Evaluation and Leadership Theory for Educational Leaders	EDA 6508	3
Curriculum Leadership	EDG 6223	3
Documentation and Assessment in Curriculum and Instruction	EDG 6628	3

Electives - 3-15 credits. For concentrations that allow electives, select one course for 3 credits. Students who do not select a concentration would select a total of 15 credits. Elective credits must be at the 5000, 6000 or 7000 level and can come from the College of Education or another college in the University with approval of an advisor.	
Total	**36**

Multicultural Education

Graduate Certificate

(Minimum of 15 credits required)

Students may earn a certificate in Multicultural Education by fulfilling the requirements listed below for a total of 15 credits.

Required Courses (12 credits)

Course Title	Course Number	Credits
Black Perspectives in Education	EDF 6615	3
Race, Class and Gender in Education	EDF 6637	3
Foundations of Multicultural Curriculum	EDF 6887	3
Action Research in Schools and Communities	EDF 6918	3

Choose one course (3 credits)

Course Title	Course Number	Credits
Foundations of Global Education	EDF 6800	3
Seminar in Multicultural Education	EDG 6705	3
Another course may be used with approval of the advisor.		3

Curriculum and Instruction plus K-12 or Secondary Certification (6-12)

Master of Education (M.Ed.)

(This program is on hiatus and currently not accepting students.)

The master's degree in Curriculum and Instruction plus K-12 or Secondary Certification (6-12) program provides an opportunity for those persons considering a career change to prepare for a new career in teaching and earn a master's degree simultaneously. The program includes professional education and subject area courses leading to a Master in Education as well as initial certification in a specific K-12 or secondary subject area. This program is designed for students who have already completed a bachelor's degree with credits in one of the following subject areas: art, biology, chemistry, English, French, mathematics, physics, social sciences or Spanish. Many content requirements may have been taken as part of the undergraduate degree.

Admission Requirements
To be admitted to the master's degree program in Curriculum and Instruction plus K-12 or Secondary Program

(6-12), students must complete the graduate application and provide documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have satisfactory GRE scores on file at FAU that are not more than five years old;
3. Have a 3.0 or better GPA in the last 60 credits of undergraduate work prior to the granting of the bachelor's degree or have minimum GRE scores of 154 (verbal) and 144 (quantitative);
4. Have passing scores on all four sections of the General Knowledge sections of the FTCE. There are no exceptions or waivers to this General Knowledge requirement. All University and departmental admission requirements apply.

Additional admissions requirements exist for international students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Professional Education (24 credits)

Course Title	Course Number	Credits
Introduction to the Teaching Profession	EDF 2005	3
Applied Learning Theory	EDF 3210	3
Educational Measurement and Evaluation	EDF 3430	3
Introduction to Diversity for Educators	EDF 2085	3
Introduction to Technology for Educators	EME 2040	3

Secondary School Effective Instruction	ESE 3940	3
Reading in the Content Area ~~Content Reading: Middle and Secondary Schools~~ (effective fall 2025)	RED 4335	3
ESOL Strategies for Content Area Teachers (Students in the English concentration, take TSL 4080 and TSL 4081 instead.)	TSL 4324	3

Areas of Concentration
At least 30 semester hours of specific coursework as required by concentration (see undergraduate program description for detail). No more than half of these hours can be at the undergraduate level.

Grades K-12	Grades 6 - 12
Art	English/Language Arts
Foreign Language (French and Spanish)	Mathematics
	Science (Biology, Chemistry, Physics)
	Social Science

6000-Level Content (9 - 12 credits)

1. All students take one to two methods courses in their concentration area.

2. All students also take two graduate courses in their area of concentration. See the program advisor for approved courses in each area.

Curriculum and Instruction Core Courses

Course Title	Course Number	Credits
U.S. Curricular Trends and Issues	EDG 6224	3
Design Components of Curriculum	EDG 6253	3

Research/Statistics (6 credits)

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3

Student Teaching Internship (6-10 credits)

Course Title	Course Number	Credits
Internship*	EDG 6940	6-10

* The Internship is a full-time fall or spring semester experience and requires a separate application. Students must complete all courses (education and subject area) and all sections of the FTCE before internship.

Educational Psychology

Master of Education (M.Ed.)

(Minimum of 36 credits required)

The master's degree in Educational Psychology is a versatile program for all educators, including teachers, administrators, and educational researchers. It allows students to specialize in the application of psychology in educational settings by examining theoretical and applied aspects of learning and cognition, human development, motivation, human personality, and other psychological principles. This program is available in person or fully online.

Admission Requirements
To be admitted to the M.Ed. in Educational Psychology, students must meet the following admission standards:

1. Completion of the graduate application online through the Graduate College;
2. Receipt of official transcripts including all undergraduate coursework;
3. A bachelor's degree from a regionally accredited college or university;

4. Have an undergraduate cumulative GPA of 3.0;
5. Personal statement;
6. Résumé;
7. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of the program.

Additional admissions requirements exist for international students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Progress and Degree Requirements

1. The student must meet all College and University guidelines.

2. The student must maintain an overall grade point average of 3.0 or higher.
3. The student must complete a minimum of 36 credits.
4. The student must complete the following course requirements.

Core Courses (21 credits required)

Course Title	Course Number	Credits
Educational Psychology	EDF 6229	3
Learning and Cognition in Education	EDF 6142	3
Human Development: Applications for Education	EDF 6113	3
Personality Theories in Education	EDF 6339	3
Motivational Theories in Educational Psychology	EDP 6218	3
Child Development in Educational Psychology	EDF 6126	3
Adolescence and Young Adulthood in Educational Psychology	EDF 6138	3

Electives (9 credits required)

Elective Courses are selected in consultation with assigned faculty advisor and require assigned faculty advisor approval.

Research/Statistics (6 credits required)

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics *(Should be taken prior to or concurrently with EDF 6481.)*	STA 6113	3

Elementary Education

Master of Education (M.Ed.)

(Minimum of 36 credits required)

The Department of Curriculum and Instruction offers a program of study leading to a master's degree in Elementary Education. This program is directed toward currently (K-6) certified and experienced teachers who are pursuing an advanced degree.

Admission Requirements
To be admitted to the M.Ed. in Elementary Education Program, students must complete the graduate application and provide documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have an undergraduate cumulative GPA of 3.0;
3. Personal statement;
4. Résumé;
5. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of the program.

Core Courses (18 credits)

Course Title	Course Number	Credits
Curriculum: Elementary School	EDE 6205	3

Take five of the following courses

Course Title	Course Number	Credits
Art Education in Elementary School	ARE 6317	3
Child Development in Educational Psychology	EDF 6126	3
Measurement	EDF 6432	3
Foundations of Global Education	EDF 6800	3
Individuals with Disabilities	EEX 5051	3
Mathematics: Elementary and Middle School	MAE 6151	3
Developmental Reading	RED 6351	3
Science: Elementary and Middle School	SCE 6151	3
Social Studies: Elementary and Middle School	SSE 6151	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3

Methods of TESOL and Bilingual Education	TSL 6345	3

Research/Statistics (6 credits)

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics *(Should be taken prior to or concurrently with EDF 6481.)*	STA 6113	3

Liberal Arts /Education Courses (12 credits at the 6000 level or above)

Select 12 credits from the College of Education or another college in the University with approval of an advisor.

Elementary Education with ESOL plus Certification

Master of Education (M.Ed.)

(Minimum of 45 credits required)

The master's degree (M.Ed.) in Elementary Education with ESOL plus Certification Program provides preparation for a new career in teaching. The program is designed for students who already have a bachelor's degree and intend to become elementary school teachers in grades K-6. Upon completion of the CAEP-approved program, which includes student teaching, the student should be eligible for both Florida certification and a master's degree in Elementary Education. Students should be aware that no more than one-third

of the credits in this program can be taken as non-degree-seeking before official admission.

Admission Requirements
To be admitted to the M.Ed. in Elementary Education with ESOL plus Certification Program, students must complete the graduate application and provide documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have an undergraduate cumulative GPA of 3.0;
3. Personal statement;
4. Résumé;
5. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of the program.

Additional admissions requirements exist for international students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Core Courses - 18-credits

Course Title	Course Number	Credits
Child Development in Educational Psychology	EDF 6126	3
Instructional Strategies and Assessment Practices	EDG 6345	3
Foundations in Multicultural Education	EDF 6887	3 or
Seminar in Multicultural Education	EDG 6705	3

~~Managing Inclusive Classrooms: Effective Discipline, Curriculum and Behavior Strategies~~ Positive Behavior Interventions and Supports for Teachers	EDG 6408	3
Methods of Teaching TESOL and Bilingual Education	TSL 6345	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3

Area of Specialization - 21 credits, taken after Core Courses

Course Title	Course Number	Credits
Math: Elementary and Middle School	MAE 6151	3
Developmental Reading	RED 6351	3
Science: Elementary and Middle School	SCE 6151	3
Social Studies: Elementary and Middle School	SSE 6151	3
Remedial Reading	RED 6548	3
Reading Diagnosis	RED 6546	3
Teaching Reading in Secondary and Middle School	RED 6361	3

Capstone Experience - 6-9 credits**

Course Title	Course Number	Credits
Internship (Student teaching is in ~~a public~~ an approved school setting five days a week during fall or spring semester.)	EDG 6940*	3-6

* EDG 6940 is generally not available in the summer term.

** All program courses must be completed prior to student teaching; both professional and subject sections of FTCE must be passed prior to applying to student teaching.

Environmental Education

Master of Education (M.Ed.)

(Minimum of 36 credits required)

The master's degree in Environmental Education provides a comprehensive graduate program that prepares future professionals in the field of environmental education and enhances the environmental education knowledge and skills of practicing teachers. This university-wide, interdisciplinary curriculum requires a minimum of 36 credits and includes opportunities to apply academic theory to practical experiences in the classroom, as well as onsite at the Pine Jog Environmental Education Center. A graduate certificate in Environmental Education is also available to complement the master's degree. For information about the master's program or the certificate program, contact Dr. Bryan Nichols, nicholsb@fau.edu.

Environmental Education Courses - 12 credits
(Department of Curriculum and Instruction)

Course Title	Course Number	Credits

Perspectives of Environmental Education	SCE 6345	3
Advanced Methods of Environmental Education	SCE 6344	3
Trends and Issues in Environmental Education	SCE 6644	3
Capstone Study in Environmental Education	SCE 6196	3

Electives - 12 credits
Select four courses (12 credits at the 5000, 6000 or 7000 level from the College of Education or another college in the University with approval of an advisor.

General Education Courses (6 credits)
(Department of Curriculum and Instruction)

Course Title	Course Number	Credits
Program Evaluation in Curriculum and Instruction	EDG 6285	3

Take one of the following courses:

Course Title	Course Number	Credits

Global Perspectives of Curricular Trends or	EDG 6625	
Foundations of Global Education	EDF 6800	3

Statistics/Research Courses - 6 credits
(Department of Educational Leadership & Research Methodology)

Take both of the following courses:

Course Title	Course Number	Credits
Educational Statistics (complete prior to or concurrent with EDF 6481)	STA 6113	3
Educational Research (prerequisite or corequisite: STA 6113)	EDF 6481	3

Admission Requirements

Admission to the master's degree in Environmental Education requires submission of the graduate application form. Information pertaining to the process is available at www.fau.edu/graduate. Students may complete the actual graduate application here. In addition, in order to be considered for the degree program, students must submit the following documentation:

1. Official transcripts of all undergraduate coursework;
2. Have an undergraduate cumulative GPA of 3.0;
3. Personal statement;
4. Résumé;
5. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of the program.

Environmental Education

Graduate Certificate

(Minimum of 12 credits required)

This graduate certificate may appeal to education, science and communications professionals interested in teaching in, about, and for the environment. To accommodate working professionals, courses are held in the evening and online. Advanced Methods in Environmental Education (SCE 6344) meets on select spring Saturdays and takes students on visits to a range of sub-tropical environmental education sites in Palm Beach and Martin counties, including parks, beaches, nature centers and one or more wildlife rehabilitators. Each of the four courses, a total of 12 credits, may count toward a master's degree in Environmental Education; the rest of the master's degree requirements may be completed online or in person. For students building their networks, certificate classes provide an opportunity to meet and interact with a passionate and inspiring group of education professionals.

Required Courses - 12 credits

Course	***Number***	***Cr.***	***Location***	***Offered***
Perspectives of Environmental Education	SCE 6345	3	FAU Jupiter	Fall evenings
Science: Elementary and Middle School	SCE 6151	3	FAU Jupiter	Spring evenings
Trends and Issues in Environmental Education	SCE 6644	3	Online	Fall evenings

Advanced Methods of Environmental Education	SCE 6344	3	Various	Eight spring Saturdays

Instructional Technology

Master of Education (M.Ed.)

(Minimum of 36 credits required)

The master's degree in Instructional Technology provides students with the necessary background to enable them to utilize, implement and maintain modern technology in the field of education and training. The program requires a minimum of 36 credits and includes coursework in research and statistics, software programming, instructional design and distance learning. This program is available in person or fully online.

Admission Requirements
To be admitted to the M.Ed. in Instructional technology, students must meet the following admission standards:

1. Completion of the graduate application online through the Graduate College;
2. Receipt of official transcripts including all undergraduate coursework;
3. A bachelor’s degree from a regionally accredited college or university;
4. Have an undergraduate cumulative GPA of 3.0;
5. Personal statement;
6. Résumé;
7. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of the program.

Additional admissions requirements exist for international students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Progress and Degree Requirements

1. The student must meet all College and University guidelines.
2. Completion of all required coursework listed below (except EDE 6205 or ESE 6215 and an additional elective) prior to placement in EME 6945.
3. The student must maintain an overall grade point average of 3.0 or higher.
4. The student must complete a minimum of 36 credits.
5. The student must complete the following course requirements.

Core Courses -12

Course Title	Course Number	Credits
Instructional Design	EME 6601	3
Organization and Management Learning Technologies	EME 6716	3
Models of Learning and Instruction	EME 6051	3
Distance Education in Theory and Practice	EME 6458	3

Research and Statistics - 6 credits

Course Title	Course Number	Credits
Educational Research (Prerequisite or corequisite to STA 6113.)	EDF 6481	3
Educational Statistics	STA 6113	3

Select one track - 9 credits

Instructional Design Track - 9 credits

Course Title	Course Number	Credits
Instructional Program Development	EDG 6255	3
Self-Regulated Learning Systems	EME 6209	3
Courseware Design	EME 6415	3

Technology Educational Leader Track - 9 credits

Course Title	Course Number	Credits
Digital Literacy for Global Educators	EME 6426	3
Technological and Theoretical Foundations of Learning	EME 6623	3
Authentic, Standards-Based Assessment for 21st Century Learners	EME 6816	3

Electives - 9 credits (choose three of the following courses)

Course Title	Course Number	Credits

Educational Psychology	EDF 6229	3
Instructional Program Development	EDG 6255	3
Curriculum: Elementary School	EDE 6205	3
Senior High School Curriculum	ESE 6215	3
Self-Regulated Learning Systems	EME 6209	3
Courseware Design	EME 6415	3
Digital Literacy for Global Educators	EME 6426	3
K-12 Online Teaching Foundations	EME 6456	3
Technological and Theoretical Foundations of Learning	EME 6623	3
Authentic, Standards-Based Assessment for 21st Century Learners	EME 6816	3
Field Experience in Educational Technology	EME 6945	3
Special Topics	EDG 6937	3
Directed Independent Study	EDF 6905	3

Master's Thesis	EDF 6971	3

Instructional Design

Graduate Certificate

(Minimum of 12 credits required)

This online certificate program is designed to prepare professionals to design, develop and deliver instructional materials and programs while utilizing a variety of learning technologies. It provides students with the theoretical knowledge and practical skills needed to design instructional activities for a diversity of learners and learning environments. The online coursework emphasizes active learning and provides opportunities for practical experience with relevant instructional principles, tools and technologies.

Required Courses - 12 credits

Course Title	Course Number	Credits
Models of Learning and Instruction (fall)	EME 6051	3
Instructional Design (spring)	EME 6601	3
Distance Education in Theory and Practice (spring)	EME 6458	3
Self-Regulated Learning Systems (summer)	EME 6209	3

All courses are offered online in the terms noted.

K-12 Online Teaching

Graduate Certificate

(Minimum of 15 credits required)

The K-12 Online Teaching Certificate is designed to prepare K-12 educators to design, manage and deliver meaningful online learning experiences for their students. The certificate provides students with the theoretical knowledge and practical skills needed to successfully teach in online K-12 learning environments while utilizing a variety of learning technologies. The coursework in this fully online program emphasizes active learning and provides the opportunities for practical experience with relevant instructional principles, tools and technologies. The K-12 Online Teaching Certificate complements the Master of Education in Instructional Technology degree.

Required Courses - 15 credits

Course Title	Course Number	Credits
Digital Literacy for Global Educators	EME 6426	3
K-12 Online Teaching Foundations	EME 6456	3
Distance Learning Theory and Practice	EME 6458	3
Technological and Theoretical Foundations of Learning	EME 6623	3
Authentic, Standards-Based Assessment for 21st Century Learners	EME 6816	3

Reading Education

Master of Education (M.Ed.)

(Minimum of 36 credits required)

The M.Ed. in Reading Education leads to state certification as a reading teacher. This program is directed toward currently certified and/or experienced teachers who are pursuing an advanced degree and seeking reading certification.

Admission Requirements
To be admitted to the M.Ed. in Reading Program, students must complete the graduate application and provide the same documentation as for the first M.Ed. program described in this section.

Required Reading Courses (18 credits)

Course Title	Course Number	Credits
Developmental Reading	RED 6351	3
Reading Diagnosis	RED 6546	3
Remedial Reading	RED 6548	3
Reading Practicum (prerequisite RED 6546)	RED 6836	3

The following two courses have no prerequisite requirements and may be taken during any semester of the student's master's degree course of study.

Course Title	Course Number	Credits
Teaching Reading in Secondary and Middle School	RED 6361	3

Trends and Issues in Reading Education	RED 6656	3

Education Electives
Choose one for 3 credits

Course Title	Course Number	Credits
Design Components of Curriculum	EDG 6253 or	3
Measurement	EDF 6432* or	3
Instructional Strategies and Assessment Practices	EDG 6345	3

Research Core - 6 credits

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics	STA 6113**	3

Electives - 9 credits
Electives may be taken in the College of Education, College of Arts and Letters and/or College of Science.

Note: Linguistics and Reading, LIN 5745 (3 credits), is recommended but not required.
* Required if course in measurement has not been taken previously.
** May be taken prior to or concurrently with EDF 6481.

Degree Requirements
To be eligible for graduation, students must complete all program courses and pass the Florida Teachers Certification Exam for Reading Education (K-12).

Secondary Education plus Certification

Master of Education (M.Ed.)

(Minimum of 36 credits required)

Art Certification Concentration
Biology Certification Concentration
Chemistry Certification Concentration
English/ESOL Certification Concentration *(Minimum of 39 credits required)*
Mathematics Certification Concentration
Physics Certification Concentration
Social Science Certification Concentration

The M.Ed. in Secondary Education plus Certification is designed for students who want to be excellent school teachers and who already have a bachelor's degree with credits in one of the following areas: art, biology, chemistry, English, mathematics, physics or social sciences. Upon completion of this program, which includes student teaching, the student is eligible for Florida professional certification in their specific area. An advisor is assigned to each student accepted into the program.

Admission Requirements
To be admitted to the M.Ed. in Secondary Education plus Certification Program, students must complete the graduate application and provide documentation showing that they:

1. Have a bachelor's degree from an accredited college or university;
2. Have an undergraduate cumulative GPA of 3.0;
3. Personal statement;
4. Résumé;

5. Two letters of recommendation that highlight the candidate's academic potential from a previous professor, employer or colleague (optional), at the discretion of the program.

Progress and Degree Requirements

1. The student must meet all College and University guidelines.
2. Completion of all required coursework and all required professional examinations prior to placement in final internship.
3. The student must maintain an overall grade point average of 3.0 or higher.
4. The student must complete a minimum of 36 credits (39 credits for English concentration/specialization).

This program is approved by the Florida Department of Education and the Council for the Accreditation of Teacher Education (CAEP). This state and CAEP approval represents the transferability of the student's teaching credentials from state to state.

Core Courses - 27 credits

Course Title	Course Number	Credits
Educational Psychology	EDF 6229	3 or
Adolescent Development and Young Adulthood Psychology	EDF 6136	3
Foundations of Multicultural Curricula	EDF 6887	3 or
Seminar in Multicultural Education	EDG 6705	3
Instructional Strategies and Assessment Practices	EDG 6345	3

~~Managing Inclusive Classrooms and Effective Discipline, Curriculum and Behavior Strategies~~ Positive Behavior Interventions and Supports for Teachers	EDG 6408	3
Reading Diagnosis	RED 6546	3
Remedial Reading	RED 6548	3
Teaching Reading in Secondary and Middle School	RED 6361	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3
Methods of Teaching TESOL and Bilingual Education	TSL 6345	3
Special Methods - 3 credits		

Select one course (3 credits) from the following

Course Title	Course Number	Credits
Art Education in Secondary School	ARE 6342	3
Developmental Reading	RED 6351	3
Teaching Mathematics: Middle and High School	MAE 6155	3

Science: Elementary and Middle School	SCE 6151	3
Social Studies: Elementary and Middle School	SSE 6151	3
Capstone Experience - 6-9 credits		
Reading Practicum	RED 6836	3
Internship	EDG 6940	3-6
Total		**36-39**

Curriculum and Instruction

Specialist in Education (Ed.S.)

(Minimum of 33 credits required)

The Education Specialist Degree (Ed.S.) in Curriculum and Instruction is designed for students who wish to continue graduate studies beyond the master's (M.Ed.) degree but do not desire the Doctor of Philosophy degree (Ph.D.), which requires additional courses and a research dissertation. The Education Specialist Degree requires a minimum of 33 credits above the M.Ed. degree. The degree must be completed within seven years from the date a student is admitted to the Ed.S. degree program. A student can take no more than one-third of the total credits in this program as a non-degree student before being officially admitted to the program. The Ed.S. degree requires 33 credits.

Admission Requirements

To be considered for admission to the Ed.S. in Curriculum and Instruction Program, students must complete the graduate application and provide documentation that they have:

1. A master's degree from a regionally accredited college or university;
2. A personal statement that describes the applicant's research interests such as their professional trajectory and the anticipated benefit of a specialist degree in Curriculum and Instruction.
3. An overall grade point average of at least 3.25 or better on all graduate work attempted;

4. Two signed letters of recommendation on professional letterhead that address applicant's academic skills and scholarly potential from professors and/or supervisors.

Additional admission requirements exist for International Students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.
Applications are not reviewed until all documents are received.

Program of Studies

Core Courses - 12 credits
Select at least one course from each of the three areas listed below.

Curriculum

Course Title	Course Number	Credits
Instructional Policies and the Teaching Profession	EDF 7917	3
Design Components in Curriculum	EDG 6253	3
Program Evaluation in Curriculum and Instruction	EDG 6285	3

Documentation and Assessment in Curriculum and Instruction	EDG 6628	3
Curriculum Theory	EDG 7221	3
Curriculum Implementation for School Improvement	EDG 7251	3
Principles and Models of Early Childhood Education	EEC 6236	3
Exploring Natural Habitats as Curriculum for Young Learners	EEC 6239	3
Creative Arts for Young Children	EEC 6711	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3

Foundations

Course Title	Course Number	Credits
Foundations of Multicultural Curricula	EDF 6887	3
Curriculum Implementation for School Improvement	EDF 7251	3
Seminar in Early Childhood Education	EEC 6932	3

Social Contexts

Course Title	Course Number	Credits
Race, Class and Gender in Education	EDF 6637	3
Foundations of Global Education	EDF 6800	3
Seminar in Early Childhood Education	EEC 6932	3

Research and Evaluation - 6 credits

Course Title	Course Number	Credits
Action Research in Schools and Communities	EDF 6918	3

Select one of the following three courses

Course Title	Course Number	Credits
Introduction to Qualitative Inquiry	EDA 6415	3
Critical Foundations of Educational Inquiry	EDF 7578	3
Advanced Statistics	STA 7114	3

Areas of Concentration - 12 credits
Select 12 credits from the College of Education or another college in the University with approval of an advisor. All courses must be at the 6000 or 7000 level.

Capstone - 3 credits

Course Title	Course Number	Credits
Praxis in Curriculum and Instruction	EDG 7918	3
Total		**33**

Areas of Concentration (12 credits at the 6000 level or above)
The area of concentration is developed in consultation with the advisor. Areas of concentration may be organized around students' FDOE letter of eligibility or professional certification, a specific program area (e.g., Early Childhood Education) or a certificate (e.g., Multicultural Certificate). Additionally, an individualized interest (e.g., Media Literacy: Curriculum Design), may be developed in consultation with the advisor; however, these individualized areas of interest will not be listed on the plan of study or transcript as a unique area of concentration.

Areas of Concentration
Art (K-12)
Early Childhood Education
English/Language Arts (6-12)
ESOL Education (K-12)
Foreign Language (French and Spanish) (K-12)
Mathematics (6-12)
Multicultural Education (K-12)
Reading (K-12) (does not lead to certification as a reading teacher
Science Education (Biology, Chemistry and Physics) (6-12)
Social Science (6-12)

Capstone Experience (EDG 7918, Praxis in Curriculum and Instruction, 3 credits)
The Capstone Experience, implemented at the end of the Ed.S. program, draws on a community or school-based independent study field experience designed by the Ed.S. student and advisor. The capstone culminates in a

manuscript to submit for publication or a poster/paper presentation at a conference.

Curriculum and Instruction

Doctor of Philosophy (Ph.D.)

(Minimum of 66 credits required)

The Doctor of Philosophy (Ph.D.) in Curriculum and Instruction degree provides a theoretical and practical course of study in curriculum and instruction. The program is designed for teachers, curriculum coordinators, university academics and other professional educators. It enables students to develop a theoretical and conceptual framework for studying teaching and learning and also encourages professional educators to develop knowledge and practice in their own fields of specialization. The Ph.D. degree requires 66 credits.

The Ph.D. culminates in a dissertation focused on a particular question and area of investigation that interests the doctoral candidate and benefits the profession. Doctoral candidates have opportunities to participate with faculty on research, in teaching and in professional activities, including publishing and conference presentations. A student can take no more than 17 credits in this program as a non-degree student before being officially admitted; those credits are subject to approval by a program advisor. Doctoral candidates are admitted during fall semesters only. Applications are due February 1 for program initiation in the fall term.

Admission Requirements
To be considered for admission to the doctoral program in Curriculum and Instruction, students must complete the graduate application and provide the following documentation of their preparation for doctoral-level work:

1. Send in official transcripts of all undergraduate and graduate coursework to the Graduate College at FAU indicating the courses

taken and noting completion of a bachelor's and a master's degree from a regionally/nationally accredited college or university.

2. Have a grade point average (GPA) of 3.00 or better in the last 60 semester hours of undergraduate work and a GPA of 3.25 or better in a completed master's degree program. Students may apply to the program with a GPA of less than 3.00 (undergraduate) or 3.25 (graduate) but they must address the score in their professional statement.
3. Provide two letters of recommendation from supervisors and/or professors. Preference is given to recommendation letters which speak to a candidate's (a) academic research ability, (b) potential for doctoral studies, (c) ability to write, and (d) preparation for rigor of doctoral program.
4. A professional statement describing career goals, research interests, reasons for wanting to enter the C&I program, and identifying potential faculty members in the department with whom the student would like to work. Students with lower than stipulated GPA scores or areas of weakness in their undergraduate and/or graduate transcripts must also address this information in their professional statement.
5. A curriculum vitae (CV) or resume.
6. Upon successful submission and referral of the application to the department, the department will invite applicants to engage in a pre-interview writing task to support their deliberation of the application. Selected applicants will then be invited to an interview with department faculty. Applicants will be asked to complete a 45- minute writing task after the interview.
7. Additional requirements for international students may apply. Please refer to the FAU Graduate College for more information email: graduatecollege@fau.edu

Program of Studies - Minimum of 66 credits

Core Courses - 12 credits

Course Title	Course Number	Credits

Trends in Analyzing Instructional Practices	EDF 7758	3
Instructional Policies and the Teaching Profession *(take this course after EDF 7758)*	EDF 7917	3
Curriculum Theory *(take this course in the first or second semester)*	EDG 7221	3
Foundations of Curriculum Theory	EDG 7938	3
Research in Curriculum and Instruction	EDG 7944	3

Initial Research Courses - 6 credits

Course Title	Course Number	Credits
Introduction to Qualitative Inquiry	EDA 6415	3
Advanced Statistics	STA 7114	3

Area of Specialization/Electives - 21 credits at the 6000 level or above. Select 21 credits from the College of Education or another college in the University with approval of an advisor.

Advanced Research Courses - up to 12 credits, 9 minimum

Course Title	Course Number	Credits

Advanced Qualitative Analysis	EDA 7416	3
Advanced Educational Research	EDF 7482	3
Critical Foundations to Educational Inquiry	EDF 7578	3
Directed Independent Study (may be taken multiple times)	EDF 7906	1-5
Dissertation - 15 credits (registration over multiple terms for a total of 15 credits)	EDG 7980	1-15
Total		**66**

Teaching English to Speakers of Other Languages (TESOL) Endorsement Program

ESOL Certification for Foreign Language Majors

Students completing Foreign Language Certification may add ESOL Endorsement by completing the department's state-approved, five-course Add-On ESOL Endorsement.

The Department of Curriculum and Instruction offers a program leading to TESOL (Teaching English to Speakers of Other Languages) endorsement. Teachers must hold a valid teaching certificate in the State of Florida in order to qualify for the TESOL endorsement.

The following courses are required in the TESOL endorsement program:

For elementary, English and foreign language teachers

Course Title	Course Number	Credits
Seminar in Multicultural Education	EDG 6705	3
Applied Linguistics and TESOL	TSL 4251	3
Curriculum Development in TESOL and Bilingual Education	TSL 6142	3
Methods of TESOL and Bilingual Education	TSL 6345	3
Assessment Issues for English for ESOL and Bilingual Populations	TSL 6440	3

For other secondary teachers (not English)

Course Title	Course Number	Credits
ESOL Strategies for Content Area Teachers	TSL 4324	3

Teacher Leadership

Graduate Certificate

(Minimum of 15 credits required)

This innovative certificate program, offered by the departments of Curriculum and Instruction and Educational Leadership and Research Methodology, is designed for teacher leaders, leaders of teachers and aspiring leaders seeking collaboration, expertise and skill as coordinators, coaches, team leaders, department chairs, professional development facilitators and more. Teacher leaders explore tools and approaches to mentoring, assessment and data analysis to meet the needs of all students, while working with people

from diverse backgrounds in school and district settings. Teacher leaders gain valuable practice regarding how to build and support culturally responsive classrooms and schools and develop plans for ongoing authentic peer coaching and in-classroom support in their schools. Courses are designed to address specific national standards for teacher leadership.

This program is offered entirely online. The five courses are offered in a rotation during the fall, spring and summer semesters and can be completed in one year or three semesters. Of the five courses, three are from the Department of Educational Leadership and Research Methodology (EDLRM) and two are from the Department of Curriculum and Instruction (CAI).

Required Courses (15 credits)

Course Title	Course Number	Credits
Leading Adult and Professional Learning in Schools (EDLRM)	ADE 6268	3
Clinical Evaluation (EDLRM)	EDA 6507	3
Evaluation and Leadership Theory for Educational Leaders (EDLRM)	EDA 6508	3
Curriculum Leadership (CAI)	EDG 6223	3
Documentation and Assessment in Curriculum and Instruction (CAI)	EDG 6628	3

Special Education

Faculty:
Gagnon, J., Chair; Adams, K.; Carey, G.; Cruz, E.; Darling, S.; Downey, A.;

Dukes, C.; Finnegan, L.; Forgan, J. W.; Kearney, K.; Miller, B.; Miller, K.; Ramasamy, R.; Scott, J.; Taylor, G.

Mission Statement
The mission of the Department of Special Education is to provide leadership in our local, state, national and international communities in the areas of teaching, research and service. Faculty and department efforts promote research-based practices that reflect changing societal needs of people with disabilities, their families and the professionals and organizations who work with them. This is accomplished by bringing faculty, students and members of our various communities together to improve the quality of education for all members of an increasingly diverse, technological, inclusive and global society.

The department offers baccalaureate and master's degrees in this discipline, several teaching specializations and endorsements and the Doctor of Philosophy degree. Students enrolled in the bachelor's program in Exceptional Student Education may apply for the Honoring Outstanding Owl Teachers (HOOT) Honors Program. The department also offers a Bachelor of Early Care and Education with the Department of Curriculum and Instruction. Program requirements support the CAEP conceptual framework of producing professionals who are informed, ethical and capable in their roles as teachers and reflective decision-makers. In addition the department offers certificate programs for students with intellectual and developmental disabilities through the Academy for Community Inclusion.

Security Clearance
Students registering for courses requiring field experience MUST go through a security clearance process. This process requires students to be fingerprinted and, depending on the school district, to participate in a drug screening to be approved for security clearance. A processing fee payable to the appropriate school district is required. It is strongly recommended that students complete this process once they are admitted to the University.

For detailed information visit the College of Education Student Services website. Information will also be provided in courses with field placement

requirements.

Link to Academy for Community Inclusion Certificates

Link to Master's Program

Link to Doctoral Program

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 (effective fall 2025)	RED 4552	3

ESE Core Courses

Course Title	Course Number	Credits
Overview of ~~Programs for~~ Students with Exceptionalities (effective fall 2025)	EEX 4050	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~~ Positive Behavior Intervention and Supports for Special Educators (effective fall 2025)	EEX 4604	3
Collaboration with Professionals and Families	EEX 4751	2
Developing Individual Education Programs	EEX 4932	1
Special Education Technology	EEX 4763	3
Student Teaching: Exceptional Student Education	EEX 4946	~~4-9~~ 3-12

Note: EDF 2005, Introduction to the Teaching Profession; ~~EDF 2085, Introduction to Diversity for Educators~~; ~~and EME 2040, Introduction to Technology for Educators,~~ or community or state college equivalents, are program requirements.

* Students must be officially programmed by an ESE faculty member prior to taking these courses in the ESE sequence or must submit a petition with a plan to prepare for the General Knowledge (GK) exam.

+ Requirements for admission to EEX 4843:

1. Applications are distributed during the summer before practicum.

2. Students must have an overall GPA of at least 2.5 to be placed in any field-based experience.
3. Students must be enrolled in EEX 4066 and EEX 4604.

In addition to coursework, students in the undergraduate ESE program also:

1. ~~Demonstrate competence in standards established by the Council for Exceptional Children;~~
2. Demonstrate competence in Florida Educator Accomplished Practices a~~nd the corresponding College of Education Behavioral Indicators;~~
3. Demonstrate competence in the Florida ESOL standards;
4. Pass the FTCE professional and subject-area tests prior to completing student teaching and graduation.

Honoring Outstanding Owl Teachers (HOOT) Honors Program

The Department of Special Education offers the *HOOT Honors* Program for students enrolled in the bachelor's degree in ESE. HOOT provides undergraduate students of high ability and commitment the opportunity to explore the broad social contexts of their future profession and culminates in an honors designation on the students' transcripts. Undergraduates who participate in the HOOT program:

1. Obtain scholarly and practical experiences that expand traditional special education teaching roles;
2. Gain enhanced opportunities to learn outside of coursework;
3. Form mentoring relationships with experienced faculty and future educators; and
4. Expand their experience providing interventions to children, adolescents and adults with disabilities.

Admissions Requirements
Admission to HOOT requires that students:

1. Enter no later than spring of the junior year;
2. Are fully admitted and programmed in the ESE program;

3. Maintain a 3.~~7~~25 cumulative GPA; and
4. Submit an application form, personal statement, academic writing sample, completed/signed ESE program sheet and a letter of recommendation from their ESE faculty advisor.

Program Requirements
Students in the program will:

1. Participate in at least one *Honors Enrichment Option* per semester for at least three semesters;
2. Enroll in 1-2 credits of the senior Honors Seminar in ESE; and
3. Complete an *Honors Compact* during their student-teaching semester.

For more information or to obtain an application, please contact program coordinator Dr. Sharon M. Darling, sdarlin4@fau.edu, or visit the website.

Early Care and Education

Bachelor of Early Care and Education (B.E.C.E.)

(Minimum of 120 credits required)

The Bachelor of Early Care and Education (B.E.C.E.) is a joint program offered by the Department of Curriculum and Instruction and the Department of Special Education. The B.E.C.E. is designed to prepare teachers and related personnel for employment in the fields of child care and children's services for young children from birth to age five. The program is offered at the Boca Raton campus.

Admissions Requirements
Students enrolling in the B.E.C.E. may exhibit a range of prior levels of preparation. Generally, all students are required to have completed 60 credits of lower-division coursework. This could include the A.A. or A.S. degree in Early Childhood Education determined by articulation agreements with community or state colleges.

All students seeking admission to the B.E.C.E. must meet the University's admission requirements. In addition, each applicant must:

1. Have a minimum GPA of 2.5 on a 4.0 scale on lower-division undergraduate coursework for a total of 60 credits;
2. Be programmed for admission to the B.E.C.E. by a faculty advisor from the Department of Special Education or the Department of Curriculum and Instruction.

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.

Course Requirements
As a joint program of two FAU departments, the B.E.C.E. is made up of coursework, field experiences and advisement from both departments. In addition, a careful review of student transcripts will guide advising decisions.

All students are required to take seven Early Childhood core courses (21 credits) and two Reading Courses (6 credits). All students must complete General Education requirements (36 credits), either from an associate‘s degree program or as non-restricted elective courses in the B.E.C.E. General Education courses include six credits in each of the following areas: Math, English Composition, Science, Social Studies, Humanities and General Education (electives). College-Level Communication and Computation Skills

formerly Gordon Rule/WAC courses, Math and English composition, are included in the General Education Requirements. If foreign language courses have not been completed previously, they must be taken as part of the non-restricted electives.

Additionally, students enrolled in the B.E.C.E. will complete 18-21 or more credits of upper-division elective courses in education and related disciplines, which will be determined in consultation with an advisor. A list of recommended electives will be provided for all advisors and students.

Sequence of Course Requirements
Required Early Childhood core courses are offered in a prescribed sequence with specific prerequisites beginning in each fall semester. The sequence of courses requires a minimum of four semesters, including a minimum of one summer term, to complete. Students should be programmed as soon as possible to receive appropriate advising.

A summary of the 120-credit program follows:

Transfer Credits – 60 credits
Determined through Articulation Agreements with community or state colleges. Early Childhood and General Education Courses can transfer as a 60-credit block for students having completed A.A. or A.S. degrees in Early Childhood. Students transferring the A.S. degree may need additional coursework to satisfy the FAU lower-division General Education core.

FAU Early Childhood Core Courses – 21 credits

Course Title	Course Number	Credits
Typical/Atypical Child Development, Birth – Age 8	EEX 3201	3
Assessment of All Young Children	EEX 3226	3

Designing and Implementing a Blended Curriculum: Birth to Age Eight	EEC 3214	3
Language Development and Intervention in Young Children	EEX 4112	3
Building Family, Community and School Partnerships	EEX 3754	2
Positive Behavior Supports in Inclusive Early Childhood Settings	EEX 3606	3
Blended Early Childhood Methods: Birth – 5	EEC 4313	4

FAU Reading and COE Courses – 12 credits

Course Title	Course Number	Credits
Language Arts and Literature, Birth – Grade 8	LAE 4353	3
Reading Development I: Birth – Grade 3	RED 4308	3
Educational Measurement and Evaluation	EDF 3430	3
Introduction to Theories and Practices of TESOL	TSL 4080	3

B.E.C.E. Open Electives - 15 credits
These courses should be selected in consultation with B.E.C.E. advisor.

B.E.C.E. Program Electives - 12 credits
These courses should be selected in consultation with B.E.C.E. advisor.

Graduation Requirements
B.E.C.E. graduation requirements are consistent with FAU and College of Education standards. Each candidate for graduation must:

1. Earn a minimum of 120 credits in academic courses acceptable toward the degree;
2. Earn a minimum of 45 of these credits at the upper division;
3. Earn the last 30 upper-division credits in residence at FAU;
4. Earn at least 75 percent of all upper-division credits from FAU in the departments of Curriculum and Instruction and/or Special Education, or other departments in the College of Education;
5. Satisfy College-Level Communication and Computation Skills formerly Gordon Rule/Writing Across Curriculum requirements;
6. Fulfill all admissions, program and course requirements;
7. Earn a "C" or better in all Education courses and a "C-" or better in all other non-Education courses, maintaining a 2.5 GPA upon graduation;
8. Fulfill the FAU foreign language requirement;
9. Submit a completed Application for Graduation form.

Accreditation Standards for the B.E.C.E.
The B.E.C.E. represents the highest professional standards promulgated by the National Association for the Education of Young Children and the Council for Exceptional Children Division of Early Childhood. All course syllabi include standards delineated by the Florida Department of Education's Educator Accomplished Practices and the FAU College of Education's corresponding Behavioral Indicators. Students must demonstrate competence on all critical assignments embedded in Early Childhood Core Courses and Reading Courses.

Academy for Community Inclusion

The FAU Academy for Community Inclusion is a college program for high school graduates who have been diagnosed with intellectual and developmental disabilities. The program allows students to earn certificates in Supported Employment, Supported Community Access and Supported Community Living. These certificates are offered in an inclusive college environment on the FAU Jupiter campus. The program allows students to participate in college activities, clubs and organizations that are available to all FAU students.

Admission Requirements
Eligible students are high school graduates who have earned a standard diploma or a special diploma.

Certificate Requirements
Each certificate program—Supported Employment, Supported Community Access and Supported Community Living — requires 20 credits of coursework including unique Academy courses, regular University courses and approved electives. All students, regardless of their certificate, take the three prerequisite courses listed below in addition to the 20 credits. Specific certificate requirements follow the prerequisites:

Prerequisite Courses for the Three Certificates

Course Title	Course Number	Credits
Increasing Personal Effectiveness	SLS 1200	2
Career Exploration	SLS 1304	2
Learning with Technology 1	SLS 1570	2

Supported Employment Certificate (20 credits)

Course Title	Course Number	Credits
Getting Around the Community	SLS 1266	2
Professional Career Development	SLS 1305	2
Business Technology for Community Living	SLS 1392	2
Employability Skills	SLS 1350	2
Workplace Relationships	SLS 1354	2
Professional Portfolio	SLS 2340	2
Career Seminar	SLS 2930	2
Career Internship	SLS 2943	2
Electives *(Two classes, one must be outside the Academy. Choose electives from list below.)*		4

Supported Community Access Certificate (20 credits)

Course Title	Course Number	Credits
Community Citizenship	ISS 1121	2

Personal Development	SLS 1201	2
Recreation and Leisure Skills	SLS 1224	2
Social Skills	SLS 1251	2
~~Diverse Communities~~	~~SLS 1281~~	~~2~~
Service Learning (Effective spring 2026.)	SLS 1940	2
Be Safe, Stay Safe	SLS 1601	2
Community Resources	SLS 1603	2
Life Planning	SLS 2225	2
Electives *(Two classes, one must be outside the Academy. Choose electives from list below.)*		4

Supported Community Living Certificate (20 credits)

Course Title	Course Number	Credits
First Aid and CPR	HSC 2400	2
Reading for Life	REA 1105	2

Residential Experience	SLS 1250	2
Learning with Technology 2	SLS 1571	2
Living with Roommates	SLS 1602	2
Personal Finance for Community Living	SLS 1605	2
Personal Well-Being	SLS 2222	2
Effective Living	SLS 2604	2
Electives *(Two classes, one must be outside the Academy. Choose electives from list below.)*		4

Electives

Course Title	Course Number	Credits
Emergency Preparation	FFP 1801	2
College Experience	SLS 1102	2
World of Work	SLS 1321	2
Critical Thinking	SLS 1505	2

Service Learning	SLS 1940	2
Emotional and Behavioral Control	SLS 2202	2
Self-Monitoring of Performance and Attention	SLS 2212	2
Planning and Prioritizing	SLS 2227	2

~~s~~Special Education

Master of Education (M.Ed.)

(Minimum of 36-39 credits required)

This fully online master's program, totaling 36-39-credits, provides students with the knowledge and skills for working with students with disabilities. Full-time students may complete this degree program within 16-24 months. The intensive, fast-track special education coursework is designed to allow teachers, administrators or related field personnel to concentrate their program in Applied Behavior Analysis (ABA), Autism Spectrum Disorders (ASD), Early Childhood Special Education (ECSE), or as a Special Education Intervention Specialist (SEIS). Students have the option of seeking teacher certification/endorsement in: ASD, ESE K-12, Pre-K Disabilities; Early Intervention Infant Toddler Developmental Specialist training (ITDS); or preparation for the Board-Certified Behavior Analyst (BCBA) exam.

Admission Requirements

1. The student must meet College and University requirements.
2. An undergraduate Grade Point Average (GPA) of at least 3.0 or one letter of recommendation from an employer in an education-related field or current/former university instructor.

3. Personal statement not exceeding three double-spaced pages, indicating applicant's reasons for pursuing a master's degree and career goals.
4. All application materials must be received no later than June 1 for fall admission and October 1 for spring admission.

Degree Requirements

1. The student must meet College and University requirements.
2. The student must earn grades of "B" or higher in all Special Education courses in the program and will be required to repeat any course in which a grade of less than "B" is earned. (A course can be repeated only once.)
3. The student must complete a minimum of 36 credits in the program.

M.Ed. in Special Education with concentration in Applied Behavior Analysis (ABA) - 36-39 credits

Department Core Courses - 15 credits

Course Title	Course Number	Credits
Enhancing Collaborations between School, Communities and Families of Students with Special Needs	EEX 5622	3
Assessing Students with Disabilities	EEX 6225	3
Program Evaluation of Special Education Programs, Supports and Services	EEX 6320	3
Instructional Design in Special Education	EEX 6480	3
Special Education Leadership, Policy and Ethics	EEX 6515	3

Optional 1-3 credits

Course Title	Course Number	Credits
Field Project in Special Education	EEX 6942	3 or
Master's Thesis	EEX 6971	1-3

Concentration: Applied Behavior Analysis - 21 credits

Course Title	Course Number	Credits
Advanced Applied Behavior Analysis	EEX 5612	3
Behavior Change and Management Strategies	EEX 6602	3
Behavior Assessment and Intervention Selection	EEX 6615	3
Behavior Analytic Supervision and Management	EEX 6626	3
Theories and Philosophies in Behavior Analysis	EEX 6680	3
Ethics in Applied Behavior Analysis	EEX 6747	3
Advanced Behavior Analysis	EEX 7618	3

M.Ed. in Special Education with concentration in Autism Spectrum Disorders (ASD) - 36-39 credits

College Core Courses - 6 credits

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3

Department Core Courses - 15 credits

Course Title	Course Number	Credits
Enhancing Collaborations between School, Communities and Families of Students with Special Needs	EEX 5622	3
Assessing Students with Disabilities	EEX 6225	3
Program Evaluation of Special Education Programs, Supports and Services	EEX 6320	3
Instructional Design in Special Education	EEX 6480	3
Special Education Leadership, Policy and Ethics	EEX 6515	3

Optional 1-3 credits

Course Title	Course Number	Credits
Field Project in Special Education	EEX 6942	3 or
Master's Thesis	EEX 6971	1-3

Concentration: Autism Spectrum Disorders - 15 credits

Course Title	Course Number	Credits
Applied Behavior Analysis	EEX 5612	3
Nature and Characteristics of Autism Spectrum Disorders	EEX 6095	3
Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders	EEX 6210	3
Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders	EEX 6298	3
Behavior Change and Management Strategies	EEX 6602	3

M.Ed. in Special Education with concentration in Early Childhood Special Education (ECSE) - 36-39 credits

College Core Courses - 6 credits

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3

Department Core Courses - 15 credits

Course Title	Course Number	Credits
Enhancing Collaborations between School, Communities and Families of Students with Special Needs	EEX 5622	3
Assessing Students with Disabilities	EEX 6225	3
Program Evaluation of Special Education Programs, Services and Support	EEX 6320	3
Instructional Design in Special Education	EEX 6480	3
Special Education Leadership, Policy and Ethics	EEX 6515	3

Optional 1-3 credits

Course Title	Course Number	Credits
Field Project in Special Education	EEX 6942	3 or

Master's Thesis	EEX 6971	1-3

Concentration: Early Childhood Special Education - 15 credits

Course Title	Course Number	Credits
Survey and Assessment in Early Childhood Special Education	EEX 5015	3
Atypical Development Early Childhood Exceptional Student Education	EEX 5017	3
Methods in Early Childhood Special Education	EEX 5245	3
Family and Community Resources in Early Childhood Special Education	EEX 5755	3
Early Intervention Services	EEX 6707	3

M.Ed. in Special Education with concentration in Special Education Intervention Specialist (SEIS) - 36-39 credits

College Core Courses - 6 credits

Course Title	Course Number	Credits
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3

Department Core Courses - 15 credits

Course Title	Course Number	Credits
Enhancing Collaborations between School, Communities and Families of Students with Special Needs	EEX 5622	3
Assessing Students with Disabilities	EEX 6225	3
Program Evaluation of Special Education Programs, Services and Support	EEX 6320	3
Instructional Design in Special Education	EEX 6480	3
Special Education Leadership, Policy and Ethics	EEX 6515	3

Optional 1-3 credits

Course Title	Course Number	Credits
Field Project in Special Education	EEX 6942	3 or
Master's Thesis	EEX 6971	1-3

Concentration: Special Education Intervention Specialist - 15 credits

Course Title	Course Number	Credits
Seminar in Special Education	EEX 6027	3
Cognitive and Meta-Cognitive Learning Strategies	EEX 6259	3
Mathematics Remediation and Intervention for Students with Disabilities	EEX 6290	3
Literacy Remediation and Intervention for Students with Disabilities	EEX 6292	3
Behavior Analytic Teaching	EEX 6609	3

Special Education

Doctor of Philosophy (Ph.D.)

(Minimum of 66 credits required)

Admission Requirements

1. The student must have a master's degree from an approved college or university.
2. The student must have a grade point average as follows:
    a. An average of 3.0 or higher in all graduate work taken; and
    b. Undergraduate GPA of 3.0 in the last 60 credits.
3. The student must have completed at least two years of full-time experience working with/supporting individuals with disabilities.
4. The student must submit a personal statement describing research/scholarly and academic interests, strengths, areas of growth and the names of two potential faculty members to serve as major professor(s).

5. Each applicant for admission to the Doctor of Philosophy (Ph.D.) degree in Special Education must be approved for admission by the department. This recommendation will in part be based upon an interview and a writing sample.
6. Application materials must be received no later than February 1 for fall admission.

Admission to Candidacy

Admission to the doctoral program does not constitute admission to candidacy for the degree. Admission to candidacy for the doctoral degree has the following requirements:

1. The student must have selected a dissertation chair and doctoral dissertation committee.
2. The student must have had a formal program of studies prepared in cooperation with the major professor (advisor) and maintained continuous annual enrollment.
3. The student must have completed all doctoral program coursework (excluding dissertation), including EEX 7918, Pre-Candidacy Research in Special Education, EEX 7945, Doctoral Internship in Special Education, and EEX 7982, Doctoral Residency in Special Education.
4. The student must have passed the doctoral comprehensive examination. This examination will be given at or near completion of the coursework in the student's program.
5. The student must have completed Form 8-Admission to Candidacy for the Doctoral Degree with the Graduate College.

Degree Requirements

The minimum requirements for the degree are:

1. The student must have completed the following course requirements:

a. Area I Special Education Core (12 credits);
b. Area II Specialization (12 credits);
c. Area III Statistics and Research (18-21 credits);
d. Area IV Doctoral Seminar in Special Education (2-credit seminar taken three times, 6 credits total);

e. Area V Internship and Residency (6 credits); and
f. Area VI Dissertation (12 credits minimum).

2. The student must maintain continuous enrollment and demonstrate progress toward the degree;

3. The student must have successfully completed the department's annual evaluation process each spring while in the program;

4. The student must have a successful defense of the dissertation;

5. The student must complete 72 credits beyond the bachelor's degree. This includes the 66-credit minimum to satisfy doctoral degree requirements.

6. The student must be recommended by the faculty of the department and the College for the degree.

Degree Requirements - minimum of 66 credits

Area I Special Education Core Courses - 12 credits

Course Title	Course Number	Credits
Contemporary Trends in Special Education	EEX 7025	3
Historical, Theoretical and Legal Foundations of Special Education	EEX 7026	3
Grant Writing	EEX 7526	3
Teaching and Learning for Individuals with Disabilities	EEX 7866	3

Area II Specialization - 12 credits
Students choose 12 credits at the 5000, 6000 or 7000 level, 9 of which must

be within the Department of Special Education, to create an area of specialization.

Area III Statistics and Research - 18-21 credits

Course Title	Course Number	Credits
Advanced Educational Research	EDF 7482	3
Pre-Candidacy Research in Special Education *(variable credit, up to 6 credits allowed; 3 credits required)*	EEX 7918	3-6
Advanced Educational Statistics	STA 7114	3
Electives in Quantitative or Qualitative Methods		9

Students select three courses; the department highly recommends EEX 7618, Advanced Applied Behavior Analysis, as one of the three.

Area IV Doctoral Seminar in Special Education - 6 credits

Course Title	Credits
Two-credit seminar taken three times. Topics such as Course Development and College Teaching; Triad of Professional Activities in Higher Education; and Professional Dissemination.	*6*

Area V Internship and Residency - 6 credits

Course Title	Course Number	Credits
Doctoral Internship in Special Education	EEX 7945	3
Doctoral Residency in Special Education	EEX 7982	3

Area VI Dissertation - 12 credits (minimum)

Course Title	Course Number	Credits
Dissertation *(Dissertation must be completed across a minimum of two semesters, fall and spring only; a maximum of 6 credits within a semester)*	EEX 7980	12
Total ***(does not include additional credits from master's program)***		**66-72**

Link to Course Descriptions for the College of Education