



Bachelor's Degree Exceptional Student Education Handbook

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Bachelor's Degree in Exceptional Student Education

Welcome to Special Education!

The Bachelor's in Exceptional Student Education is designed to prepare students to teach individuals with learning, behavioral, intellectual, and developmental disabilities, including students with mild, moderate, or severe disabilities. The Bachelor's in Exceptional Student Education is offered as a Bachelor of Arts in Education (B.A.E.) for students who fulfilled the University's foreign language requirement of 2 semesters of a foreign language while in high school or a Bachelor of Arts (B.A.) degree for students who fulfill the foreign language requirement while in college.

Upon completion of the program, students will be eligible to apply for a Florida teaching certificate in Exceptional Student Education (ESE) with an endorsement in Teaching English as a Second language (TESOL) and Reading. ESE certification applies to grades K-12. Individuals certified in ESE are eligible to teach in classrooms for students with exceptional education needs in a variety of learning environments.

This handbook was written for you as an undergraduate student majoring in Exceptional Student Education (ESE) at FAU. It has been designed to answer questions and clarify requirements and procedures specific to the Department of Special Education. It should be used as a *supplement* to the [University's general catalog](#) and [student handbook](#).

To ensure efficient progress toward your degree, you should become familiar with this handbook, the University catalog, and consult with your Department of Special Education faculty advisor as often as needed. Above all, you should work hard and enjoy what you are doing.

Before You Begin

Before beginning this degree program, you are advised to visit with the academic advisors in the [Office for Academic and Student Services](#) (OASS). You are to meet with an OASS academic advisor to ensure that you have met all lower division and/or transfer requirements. Once it has been determined that you have met lower division and/or transfer requirements, you will be referred to the Department of Special Education and assigned a faculty advisor. OASS also offers College of Education student orientation meetings that you should attend. The Department will also host new student orientation activities that you should also attend. Be sure to ask your faculty advisor about these events.

Program Entry Requirements and General Knowledge Exam

Three conditions must be met before you will be fully accepted into the College of Education:

1. Present passing scores on *all* sections of the General Knowledge (GK) exam,
2. Have a GPA of 2.5 or higher, and
3. Receive an official letter of acceptance from the College of Education.

A note on the General Knowledge Exam: The expectation is that students complete and pass *all sections* prior to the Spring semester of their junior year to continue in the course sequence and graduate on time. It is extremely important that students take seriously the importance of preparing for and passing the GK exam. The Department urges all students to prepare for the GK by (a) practicing standardized test-taking strategies, (b) forming study groups, and (c) reviewing GK study guides. These strategies have been shown to improve test performance. The GK is administered by a private vendor who charges students a great deal of money for each administration of the exam. We encourage students to prepare and perform on the exam, so they don't have to retake it multiple times. Students who are not fully prepared for the GK will spend a considerable amount of money unnecessarily to retake the exam, and risk significant delays in completing their degrees.

Limited Access Program

The Department of Special Education's undergraduate degree program is a limited-access program. That is, students begin the sequence of Exceptional Student Education (ESE) courses. There are multiple pathways to complete the degree in 5, 6, or 8 semesters, beginning in the summer or fall semester of their junior year. Undergraduate ESE courses are offered once a year. Therefore, it is imperative that you remain in sequence when completing your coursework. Missing a course in the sequence could delay your program completion by at least one entire year.

Planning for Your Program of Study

Once you have been accepted into the College of Education, you will be assigned a Department of Special Education (DSE) faculty advisor. You should meet with a DSE Faculty Advisor as early as possible. You *must* be officially programmed by a DSE faculty member prior to the beginning of the Spring semester of Year 1, or as soon as you pass the General Knowledge (GK) exam. This advisor will work with you to develop your official *Program of Study* (See Appendix E). At that time, you and your faculty advisor will review the courses, discuss field experiences, and develop a projected sequence of courses for you. This is generally referred to as "getting programmed." During the first week of your second semester in the program, to remain in the ESE courses, you will be asked to provide a copy of your official Program of Study, signed by you and your DSE faculty advisor.

You must develop this *Program of Study* (i.e., program sheet) prior to registering for the spring semester of your junior year, or you will not be able to take the spring sequence of ESE courses. *It is your responsibility* to contact your assigned Department of Special Education faculty advisor to set up an appointment to be programmed. The *Program of Study* will reflect the specific courses that students must take to earn a bachelor's degree. There are four different course rotation options, allowing students to complete the degree in 5, 6, or 8 semesters, based on their needs. (See Appendix A-D)

After final approval, a copy of the program will be mailed to you, another will be kept on file in the Department, and another will be sent to the Office of Academic and Student Services.

This is your contract with the Department. Please take note that you have not been fully admitted to the degree program until you have obtained a signed *Program of Study*.

The courses in your ESE major are taught once per year, and the knowledge in the courses build upon the courses you took earlier. This means that you *must* take the courses in the order shown on your signed *Program of Study*. If you do not, you may have to wait up to one calendar year to resume the ESE course sequence. You are also invited to use the ESE Checklist to ensure you are completing your program requirements (See Appendix E)

Bachelor's Degree in Exceptional Student Education Program Requirements

Lower division and university requirements. Before you get programmed in the ESE bachelor's degree sequence, you must have already completed the following courses¹:

- EDF 2005 Introduction to the Teaching Profession
- EME 2040 Introduction to Technology for Educators^{**}; and
- Lower division core courses or complete an AA degree for Education at a community college.

These lower division, General Education, and other University requirements are typically met in the first two years of your college experience in the lower division and are reviewed upon admittance to the College of Education.

Upper-division requirements. A minimum of 60 hours of FAU coursework is needed to fulfill College of Education, Florida Teacher Certification, and Department of Special Education requirements. Many of these courses must be taken in a specific sequence. Therefore, it is very important that you familiarize yourself with the program and stay in touch with your faculty advisor. In general, the program consists of requirements within the following College of Education departments: Curriculum and Instruction, Educational Leadership and Research Methodology; and Department of Special Education.

Once you begin your Exceptional Student Education bachelor's degree course sequence, you will enroll in Professional Education Courses (taken by all FAU teacher education students) and courses specific to exceptional student education.

Honors in the Major

The Department of Special Education offers the *Honors in the Major*, titled, *Honoring Outstanding Owl Teachers* (HOOT) for students in the bachelor's degree program. HOOT offers outstanding students the option to explore an expanded view of their future profession and the broader social context of their work. The specific purposes of the ESE Honors in the Major are:

¹ * EEX 2010 may be substituted for EEX 2091 if previously taken at another college or university.

^{**} The Florida Department of Education has eliminated the requirement for these two lower division prerequisites. DSE is currently examining whether to continue to require these courses.

- To attract undergraduate students of high ability and commitment to special education and related professions;
- To prepare undergraduates seeking a bachelor's degree in ESE with the scholarly and practical experiences that will help them expand the traditional teaching roles required of graduates;
- To provide additional opportunities to learn for undergraduate students (e.g. through enhanced experiences outside of course work and an honors seminar);
- To form mentorships between experienced faculty and future educators; and
- To foster the development of future educators with experience in the development and implementation of interventions for children, adolescents, and adults with disabilities.

This program culminates with an honors designation on the student's degree transcript and an honor's cord at graduation. For additional information about HOOT, please contact the program's coordinators, Dr. Sharon M. Darling at sdarlin4@fau.edu or Dr. Lisa Finnegan at Lfinnegan@fau.edu.

Security and Other Clearance Requirements

Security Clearance Requirements

Quality teacher education programs require students to practice effective teaching techniques well before their final semester of student teaching experience. Field experiences within earlier coursework are designed to provide opportunities to practice your newly developing skills with students prior to practicum and student teaching experiences. Field experiences may be completed in any FAU partner districts (e.g., Broward, Palm Beach, Martin County).

If you are not able to obtain a security clearance, you will not be able to complete the fieldwork, practice, or student teaching, making it impossible for you to complete the program and obtain your bachelor's degree and Florida teaching certification. Thus, it is imperative that you visit [this site](#) for information on obtaining security clearance.

Questions regarding the activities you will be completing in your field placements will be addressed by your course instructors. Questions relating to security clearance and the process in specific counties can be answered by the [Office of School Engagement](#).

Criminal Record Disclosure

Ethics in Education Act (2008) created section 1012.315, Florida Statutes, and established that a conviction of certain offenses makes one ineligible for a Florida Educator Certificate, and instructional personnel and school administrators are ineligible for employment in certain positions. Therefore, at the time of programming, you will be asked to disclose whether you have ever been convicted of a misdemeanor, felony, or any criminal or civil offense other than a minor traffic violation, or whether you have been found guilty of personal conduct which could reduce your effectiveness as a teacher.

This disclosure does not automatically exclude you from the program; however, it is essential to disclose and discuss possible effects on your ability to complete the degree program and

obtain the teaching license. Failure to disclose this information will be considered disruptive conduct as defined in the FAU Student Handbook.

Practica and Student Teaching

Practica

During the summer before your senior year, and again during the fall semester of your senior year, you will enroll in two ESE courses and a field-based practicum. The courses and practica provide you with the content and practical experience to learn to teach students with moderate to severe disabilities (in summer) and mild to moderate disabilities (in fall). Each practicum requires a minimum of 6-9 hours a week, 3 days a week in an instructional setting. This field experience, combined with your coursework will prepare you for Student Teaching. Prior to your Practica and Student Teaching, you will receive crucial information from the DSE Field Placement Coordinator ([Ms. Traci Catto](#)), who will also schedule mandatory student orientations prior to Practicum and Student Teaching.

Student Teaching

Student Teaching in Special Education is offered *only* in the Spring semester. Along with your Student Teaching you will also enroll in two brief courses that link knowledge of IEPs and your ability to collaborate with other professionals and family members of the students you teach in Student Teaching.

Applications for Student Teaching are [available online](#). Specific due dates for the application are provided on the College of Education website. Your Student Teaching application must be submitted online, along with a copy of your signed Program of Study and your security clearance. You should be aware that each school district has additional requirements and associated fees for background checks, fingerprinting, drug screens, etc. These requirements are listed online at <http://www.coe.fau.edu/students/oass/fieldexperience/index.php> and are your responsibility to complete.

The Department of Special Education has *two* requirements for students *prior* to entering Student Teaching. *First*, students must obtain professional liability insurance. Coverage and options for obtaining this insurance are detailed in your Practicum and Student Teaching handbooks. *Second*, Department of Special Education majors must have current certification in Basic First Aid (BFA) procedures and CPR. Certification can be obtained through community classes (Red Cross, American Heart Association, etc.) or through the department which has numerous graduate students certified as First Aid and CPR instructors with the American Safety and Health Institute (ASHI). Copies of your insurance coverage and your BFA and CPR certifications must be provided to the ESE Field Placement Coordinator prior to beginning Student Teaching.

If a student does not pass a Practicum or the Student Teaching, the Department has the *option* of allowing the student to complete a Professional Development Practicum (PDP) by registering for EEX 4840 and participating in remedial activities, and then re-taking the Practicum or Student Teaching. If this option is provided by the Department, then the student

must complete the PDP activities and successfully pass EEX 4840 before applying to retake the Practicum or Student Teaching. If the student fails to attain a grade of "B" in EEX 4840, s/he will not be allowed to retake the Practicum or Student Teaching, and will *not* be able to complete the bachelor's degree in ESE. A student who is unsuccessful with the PDP should make an appointment with an advisor in OASS to explore other degree options.

Grades

Minimum Grade Requirements

To progress through the bachelor's degree program and graduate, your transcript must reflect grades of "C" or above in all College of Education courses included in the *Program of Study*. You also must maintain an overall GPA of 2.5 and meet other professional development requirements.

Progress in the ESE program at FAU is contingent on grades earned in *all* education classes, professional behavior, and attainment of the Educator Accomplished Practices (EAPs). *Completion* of the program requires passing scores on the Florida Teacher Certification Exams (FTCE) (including the General Knowledge Test, Professional Education Test, and the ESE Subject Specialization tests) as well as timely application for graduation. (See FTCE Section of this handbook)

Department Grading Scale

Department of Special Education grading scale is as follows.

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

Grade Policy

Department of Special Education majors must earn a C grade or better in all Education courses. A grade of C-, D+, D, D- or F will require that the course be retaken. Note: If C-, D+, D, D- or F is in an ESE course, further advancement through the ESE course sequence will be delayed until a C or better is earned.

Grade Concerns

If you have concerns, questions, or complaints about a course you are taking, you should first *speak to the instructor of the course*. If you are not satisfied with the results of that conference, your next step is to meet with the Chair of the Department. If you still have concerns, you may then request to meet with the Dean of the College in which you took the course (or his/her representative). Please refer to the University catalog for appropriate procedures to appeal grades.

Ongoing Evaluation

To complete the ESE program, you must be willing to commit a great deal of time and energy to learn the knowledge and skills needed to be a successful special education teacher. The faculty will continue to evaluate your professional development based on your classroom performance, your practicum experiences, and your demonstration of the qualities necessary to teach successfully. In addition to your teaching skills, there are several personal qualities shown by research to be important to teaching; these qualities include enthusiasm, organization, clarity of presentation, and knowledge of the subject matter. Students who demonstrate behavior inconsistent with the behavior or qualities necessary for success may be advised to reconsider their career and degree decisions. *It is important to note that problems with teaching performance and deportment may disqualify a student from participating in field-based experiences.* Consequently, you will not be able to complete the bachelor's degree program in ESE.

Adhering to the FAU Honor Code

The DSE fully supports the [FAU Code of Academic Integrity](#) which calls for students to maintain the highest ethical standards. Dishonesty is a *serious* breach of ethical standards and interferes with FAU's mission. Academic dishonesty is destructive to the University community, which is grounded in a system of mutual trust, and places high value on personal integrity and individual responsibility. The FAU Code of Academic Integrity requires faculty to pursue any reasonable allegation and take action where appropriate.

The complete University policy on academic dishonesty is described in detail in the University catalog. This includes procedures for dealing with academic dishonesty, as well as penalties that result from violations. Please note that academic dishonesty can result in sanctions from failing an assignment, failing a course, or removal from the ESE program. You are encouraged to review the full contents of [Regulation 4.001 Code of Academic Integrity](#).

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Educator Accomplished Practices (EAP) that must be mastered to continue in the DSE Bachelor's Degree Program in Exceptional Student Education. The Educator Accomplished Practices are part of the accreditation process for all Colleges of Education in Florida. Each Accomplished Practice is connected to a Critical Assignment in the course sequence, and these Critical Assignments are identified in DSE course syllabi. All courses also align with the Council for Exceptional Children (CEC) Initial Teacher Preparation Standards and High Leverage Practices (HLPs).

Department of Special Education (DSE) Policy on CRITICAL ASSIGNMENT(S)

Students must earn a *minimum grade of 73%* of the points allotted for the Critical Assignment to receive a passing grade of C or better in a course. In other words, a student cannot earn a C or better in a course without successfully completing the Critical Assignment.

Remediation Policy for Critical Assignments

If a student is *passing* the course with a C or better but has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will receive an "INC" in the course and have one opportunity to remediate the Critical Assignment. The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed *within one semester*. Upon successful completion of the resubmitted assignment, the "INC" will be changed to a grade for the course, and the student may continue in the course sequence. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. If the resubmitted Critical Assignment is not successfully passed, the grade for the course will be C- or below based on the total points earned.

If a student is *not passing* the course with a grade of C or better, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

Tracking Critical Assignments

The College of Education uses an electronic tracking system to monitor student progress on their Critical Assignments. This system, *LiveText*, is used by the College for accreditation purposes. Students are required by the College of Education to purchase access to a *LiveText* account. Students who do not have an active *LiveText* account may have an academic hold placed on their record by the College, and will not be permitted to register for classes in the College of Education. Timelines for purchasing and registering for the *LiveText* account are described in course syllabi and on the College of Education website. Additional information regarding *LiveText* is provided on the College of Education [website](#).

Florida Teacher's Certification Exam (FTCE) and Other Teaching Certification Requirements

Students in the Special Education program are required to take and pass the *Professional Education* and *Subject Area* exams *before being cleared for graduation*. The *Professional Education* test measures basic educational knowledge, theory, and practice. The *Subject Area* test that is required prior to graduation is specific to ESE and measures knowledge of theory and practice related to teaching students with disabilities.

In addition, recent changes in certification standards require that Special Education teachers in Florida add a *subject area certification* beyond their ESE certification to be considered highly qualified. For teachers planning to teach elementary-aged students with disabilities, certification in Elementary Education is appropriate. For middle or secondary-grade ESE teachers, certification in a Secondary content area such as Biology or Math is preferred. Exceptional Student Education teachers who wish to teach regular academic courses in middle or high schools should contact OASS for current academic requirements.

Students can earn these additional certifications by taking a *Subject Area* test on the FTCE. Students might wish to take additional courses prior to attempting the exam. If you wish to take additional coursework in Elementary Education you should contact the Office of Academic and Student Services (OASS) at FAU or the Teacher [Certification Office of the Department of Education](#) in Tallahassee. You can also review [this website](#) for current certification requirements.

Information on costs and test administration dates for the Professional Education and all Subject area tests can be obtained at each campus in the COE Office of Academic and Student Services, as well as at the website of the vendor that administers Florida's certification exams: www.fl.nesinc.com.

You may apply for teaching certification from the Florida DOE after you have completed Student Teaching. Most local school districts will assist newly-hired teachers to obtain their teaching certificates. Therefore, while it is sometimes helpful, it is not necessary for new graduates to complete the certification applications before they are hired for a teaching position. If you apply for teaching certification without the help of a school district, the FDOE Teacher Certification Office will review your transcripts and issue a Statement of Eligibility. This eligibility is effective for 5 years.

Questions about certification should be directed to the FDOE Teacher Certification Office in Tallahassee at 1-800-445-6739 or [online](#).

Bachelor's in General Studies (BGS) Degree

In recent years, some students have opted to pursue the BGS in lieu of a teacher preparation bachelor's degree that is approved by the Florida Department of Education and results in teacher certification (e.g., ESE with the ESOL Endorsement, Elementary Education). Students who pursue this option must be aware that the BGS has several disadvantages as a route to teaching. *First*, BGS graduates have not completed programs that actually teach them how to teach. Without the training needed to be an effective teacher, these teachers are at risk for professional dissatisfaction and early termination. *Second*, the absence of structured practica and student teaching experiences limits these students' access to professional networks, recommendations from principals and teachers, and teaching experience that provide the foundation to be successful in their early professional years. *Third*, BGS graduates who enter the teaching profession still have to pass all teaching certification exams. They also must take additional coursework after their degrees to earn their teaching certificates while they are employed by a school. Many graduates of the BGS or other alternative certification routes have not been successful on these exams due to the lack of pedagogy coursework and aligned teaching experiences. The Department of Special Education faculty strongly urge that FAU students who hope to become teachers for children with disabilities participate in high quality teacher preparation programs resulting in the ESE Bachelor's degree.

Application for Degree

Faculty in the Department of Special Education encourage you to enjoy your graduation from FAU. This includes submitting all required information to the University, as well as participating in FAU's Commencement activities. If you expect to graduate at the end of a particular semester, you must complete a [graduation application](#) on or before the deadline (specified in the [academic calendar](#)). If for any reason you do not graduate on schedule, your application must be resubmitted prior to the deadline of the semester in which you do intend to graduate.

Resources

For Assistance with Other College of Education (COE) Requirements

If you need assistance regarding transcripts, COE admissions, field experiences, and security clearance for schools, contact the [Office of Academic and Student Services](#). You may also contact an OASS advisor directly, their contact information is listed [here](#).

For Assistance with your degree program or academic advisement

If you need assistance regarding matters in Special Education, contact your faculty advisor, their contact information is listed [here](#), or you may call the Department at (561) 297-3284.

Financial Assistance for Completing Your Degree

Students are strongly encouraged to meet with an [FAU Financial Aid Advisor](#) to get more help in securing loans, grants, and scholarships to help finance their bachelor's program.

Students who are enrolled in the bachelor's degree program may be eligible for the Critical Teacher Shortage Tuition Reimbursement Program sponsored by the Florida Department of Education (FDOE). Information regarding this program is available on the [FDOE's Office of Student Financial Assistance](#). Additional information regarding financial aid is available at [Teach in Florida Financial Services](#)

Career Placement Services

All students should check with the [FAU Career Center](#) for information on setting up a Career Placement file during their last semester at FAU. This service could prove invaluable in finding a job at the end of your program, and for maintaining your FAU files. Students can also find out about job opportunities by keeping in touch with the Department of Special Education, as many schools with openings for teachers contact our department faculty (See Appendix F).

Appendix A: Program Completion Plans By Program Length
 Bachelor's in Exceptional Student Education (ESE) Program of Study
Accelerated Five Semester Program: Fall Start
 (Updated April 2025)

Program Prerequisite		
EEX 2091	Disability and Society or EEX 2010 Introduction to Exceptionalities	3 credits
Required Course		
EEX 4763	Special Education Technology (<i>Suggested in Summer Year 1 but can be taken any semester other than during Student Teaching</i>)	3 credits
Year 1: FALL Semester		
EEX 4050	Overview of Programs for Students with Exceptionalities <i>Note: 15 hours of field experience in a school is required</i>	3 credits
EEX 4101	Language & Speech Disorders <i>Note: 20 hours of field experience in a school is required</i>	3 credits
EDF 3210	Applied Learning Theory	3 credits
LAE 4353	Language Arts and Literature: B-8	3 credits
TSL 4080	Introduction to Theories & Practices of TESOL	3 credits
Year 1: SPRING Semester		
EEX 4221	Assessment of Exceptional Individuals	3 credits
EEX 4250	Reading Instruction in Special Education	3 credits
EEX 4751	Collaboration with Professionals and Families	2 credits
EDF 3430	Educational Measurement	3 credits
TSL 4081	TESOL Issues & Practices	3 credits
Year 1: SUMMER Semester		
EEX 4763	Special Education Technology (<i>Suggested in Summer Year 1 but can be taken any semester other than during Student Teaching</i>)	3 credits
MAE 4350	Principles & Methods: K-9 School Math	3 credits
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8 <i>Note: Field experience in a classroom setting may be required</i>	3 credits
Year 2: FALL Semester		
EEX 4066	Instructional Practices for Students with Mild Disabilities	3 credits
EEX 4601	Behavior Change Strategies (Second half)	3 credits
EEX 4604	Classroom Management (First half)	3 credits
EEX 4843	Practicum: Students with Mild Disabilities <i>Note: 6-9 hours per week of field experience is required</i>	1-3 credits
EDF 3610	Education in a Multicultural Society (move to Fall Year 1 if EDF 3210 or EDF 3430 are taken in a previous semester)	3 credits
Year 2: SPRING Semester		
EEX 4932	Developing Individual Education Programs (First half)	1
EEX 4946	Student Teaching	4-9 credits

Graduation!

Bachelor's in Exceptional Student Education (ESE) Program of Study
Six Semester Program: Fall Start
 (Updated April 2025)

Year 1: FALL Semester		
EEX 2091	Disability and Society	3 credits
EEX 4050	Overview of Programs for Students with Exceptionalities <i>Note: 20 hours of field experience in a school is required</i>	3 credits
EEX 4101	Language & Speech Disorders	3 credits
EDF 3210	Applied Learning Theory	3 credits
LAE 4353	Language Arts & Literature: B-8	3 credits
Year 1: SPRING Semester		
EEX 4221	Assessment of Exceptional Individuals	3 credits
EEX 4250	Reading Instruction in Special Education	3 credits
EEX 4751	Collaboration with Professionals and Families	2 credits
EDF 3430	Educational Measurement	3 credits
TSL 4080	Introduction to Theories & Practices of TESOL	3 credits
Year 1: SUMMER Semester		
MAE 4350	Principles & Methods: K – 9 School Math	3 credits
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8 <i>Note: Field experience in a classroom setting may be required</i>	3 credits
Year 2: FALL Semester		
EEX 4066	Instructional Practices for Students with Mild Disabilities	3 credits
EEX 4601	Behavior Change Strategies (Second half)	3 credits
EEX 4604	Classroom Management (First half)	3 credits
EEX 4843	Practicum: Students with Mild Disabilities <i>Note: 6-9 hours per week of field experience is required</i>	1-3 credits
EDF 3610	Education in a Multicultural Society (Could also take Year 1 Fall)	3 credits
Year 2: SPRING Semester		
EEX 4932	Developing Individualized Education Programs (First half)	1
EEX 4946	Student Teaching	4-9 credits
TSL 4081	TESOL Issues & Practices	3 credits
Year 3: SUMMER Semester		
EDF 3210	Applied Learning Theory	3 credits
EEX 4763	Special Education Technology (<i>Suggested in Summer Year 1 but can be taken any semester other than during Student Teaching</i>)	3 credits

Graduation!

Bachelor's in Exceptional Student Education (ESE) Program of Study

Six Semester Program: Summer Start

(Updated April 2025)

Year 1: SUMMER Semester		
EEX 2091	Disability and Society or EEX 2010 Introduction to Exceptionalities	3 credits
EDF 3210	Applied Learning Theory	3 credits
EDF 3430	Educational Measurement	3 credits
Required Course		
EEX 4763	Special Education Technology (<i>Suggested in Summer Year 2 but can be taken any semester other than during Student Teaching</i>)	3 credits
Year 1: FALL Semester		
EEX 4050	Overview of Programs for Students with Exceptionalities <i>Note: 20 hours of field experience in a school is required</i>	3 credits
EEX 4101	Language & Speech Disorders <i>Note: 20 hours of field experience in a school is required</i>	3 credits
LAE 4353	Language Arts and Literature: B-8	3 credits
TSL 4080	Introduction to Theories & Practices of TESOL	3 credits
Year 1: SPRING Semester		
EEX 4221	Assessment of Exceptional Individuals	3 credits
EEX 4250	Reading Instruction in Special Education	3 credits
EEX 4751	Collaboration with Professionals and Families	2 credits
TSL 4081	TESOL Issues & Practices	3 credits
Year 2: SUMMER Semester		
EEX 4763	Special Education Technology (<i>Suggested in Summer Year 1 but can be taken any semester other than during Student Teaching</i>)	3 credits
MAE 4350	Principles & Methods: K-9 School Math	3 credits
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8 <i>Note: Field experience in a classroom setting may be required</i>	3 credits
Year 2: FALL Semester		
EEX 4066	Instructional Practices for Students with Mild Disabilities	3 credits
EEX 4601	Behavior Change Strategies (Second half)	3 credits
EEX 4604	Classroom Management (First half)	3 credits
EEX 4843	Practicum: Students with Mild Disabilities <i>Note: 6-9 hours per week of field experience is required</i>	1-3 credits
EDF 3610	Education in Multicultural Society	3 credits
Year 2: SPRING Semester		
EEX 4932	Developing Individual Education Programs (First half)	1
EEX 4946	Student Teaching	4-9 credits

Graduation!

Bachelor's in Exceptional Student Education (ESE) Program of Study
Eight Semester Program: Fall Start
 (Updated April 2025)

Year 1: FALL Semester		
EEX 2091	Disability and Society	3 credits
EEX 4050	Overview of Programs for Students with Exceptionalities <i>Note: 20 hours of field experience in a school is required</i>	3 credits
LAE 4353	Language Arts & Literature: B-8	3 credits
Year 1: SPRING Semester		
TSL 4080	Introduction to Theories & Practices of TESOL	3 credits
EDF 3210	Applied Learning Theory	3 credits
Year 2: SUMMER Semester		
EDF 3430	Educational Measurement	3 credits
EEX 4763	Special Education Technology	3 credits
Year 2: FALL Semester		
EEX 4101	Language & Speech Disorders	3 credits
EDF 3610	Education in a Multicultural Society	3 credits
TSL 4081	TESOL Issues & Practices	3 credits
Year 2: SPRING Semester		
EEX 4221	Assessment of Exceptional Individuals	3 credits
EEX 4250	Reading Instruction in Special Education	3 credits
EEX 4751	Collaboration with Professionals and Families	2
Year 3: SUMMER Semester		
MAE 4350	Principles & Methods: K - 9 School Math	3 credits
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8 <i>Note: Field experience in a classroom setting may be required</i>	3 credits
Year 3: FALL Semester		
EEX 4066	Instructional Practices for Students with Mild Disabilities	3 credits
EEX 4601	Behavior Change Strategies (Second half)	3 credits
EEX 4604	Classroom Management (First half)	3 credits
EEX 4843	Practicum: Students with Mild Disabilities <i>Note: 6-9 hours per week of field experience is required</i>	1-3 credits
Year 3: SPRING Semester		
EEX 4932	Developing Individualized Education Programs (First half)	1
EEX 4946	Student Teaching	4-9 credits

Graduation!

Appendix B: Bachelor's in ESE Program of Study

Florida Atlantic University
Department of Special Education
Bachelor's Degree in Exceptional Student Education Program
Program of Study (April 2024)

Name:		Z #:	
Address:		FAU email:	
Alternative Non-FAU email:	Phone (C/H):	Date Programmed:	
Number	Title	Credits	Completed on:
PREREQUISITE COURSE			
EEX 2091	Disability and Society	3	
PROFESSIONAL EDUCATION COURSES			
EDF 3610	Education in a Multicultural Society	3	
EDF 3430	Educational Measurement and Evaluation	3	
EDF 3210	Applied Learning Theory	3	
LAE 4353	Language Arts and Literature: Birth -8	3	
MAE 4350	Principles & Methods: K-9 School Math	3	
RED 4552	Reading: Diagnosis & Remediation (Field work)	3	
TSL 4080	Intro to Theories & Practices of TESOL	3	
TSL 4081	TESOL Issues and Practices (Field work)	3	
EXCEPTIONAL STUDENT EDUCATION COURSES			
EEX 4763	Special Education Technology (Can be taken at any semester)	3	
EEX 4050	Overview of Programs for Students with Exceptionalities Note: 15 hours of field experience (please change field work to experience all the below mentioned courses) in a school is required	3	
EEX 4101	Language and Speech Disorders Note: 20 hours of field work in a school is required	3	
EEX 4221	Assessment of Exceptional Individuals	3	
EEX 4250	Reading Instruction in Special Education	3	
The following courses must be taken the same semester: (EEX 4472, 4842, 4601)			
EEX 4472	Instructional Practices: Moderate to Severe Disabilities	3	
EEX 4842	Practicum 1: Moderate to Severe Disabilities Note: 6-9 hours per week of field work is required	1-3	
EEX 4601	Behavior Change Strategies	3	
The following courses must be taken the same semester: (EEX 4604, 4066, 4843)			
EEX 4604	Classroom Management	3	
EEX 4066	Instructional Practices for Students with Mild Disabilities	3	
EEX 4843	Practicum 2: Mild Disabilities Note: 6-9 hours per week of field work is required	1-3	
The following courses must be taken with Student Teaching : (EEX 4946, 4932, 4751)			
EEX 4946	Student Teaching: ESE (4-9)	4-9	
EEX 4932	Developing Individual Education Programs	1	
EEX 4751	Collaboration with Professionals and Families	2	

University Deficiencies: _____

College of Education Deficiencies: _____

- 1) I have received security clearance. (Initial here) _____
- 2) I have received a copy of the DSE Undergraduate Program Handbook and will read it to obtain general information about the undergraduate program. (Initial here) _____
- 3) Satisfactory completion of the Florida Educator's Accomplished Practices (FEAP), ESOL & Reading competencies are part of the FAU program. Responsibility for completion of these activities is described in your course syllabi. (Initial here) _____
- 4) Students must pass the FTCE Professional and ESE subject area tests before completing the Bachelor's degree. (Initial here) _____
- 5) I understand that the state of Florida requires that I become a "Highly Qualified" teacher by passing one additional subject area based on the grades and subjects I will be teaching. (Initial here) _____

Student: _____ Date: _____ Advisor: _____ Date: _____

Chairperson: _____ Date: _____ OASS: _____ Date: _____

Appendix C: ESE Checklist

ENTRANCE REQUIREMENTS

- _____ Passing scores on all sections of General Knowledge Test
- _____ GPA of 2.5
- _____ Officially programmed before *Spring semester of Junior year.*

PROGRAM REQUIREMENTS

- _____ EDF 3610
- _____ EDF 3210
- _____ EDF 3430
- _____ LAE 4353
- _____ MAE 4350
- _____ RED 4552 *
- _____ TSL 4080
- _____ TSL 4081 *

Exceptional Student Education coursework

- _____ EEX 2091 (pre-requisite or EEX 2010)
- _____ EEX 4050
- _____ EEX 4101 *
- _____ *ESE Program of Study form completed & signed by a faculty advisor*
- _____ EEX 4221*
- _____ EEX 4250 *
- _____ *Apply for Practicum 1 & 2*
- _____ EEX 4601 *
- _____ *Apply for Student Teaching*
- _____ EEX 4066 *
- _____ EEX 4604 *
- _____ EEX 4843 (Practicum 2)*
- _____ *Apply for Graduation*
- _____ *Pass Professional and Subject Area sections of the FTCE*
- _____ *Pass Elementary, or Secondary Subject Area sections of the FTCE*
- _____ EEX 4946 *
- _____ EEX 4751 *
- _____ EEX 4932 *

*Registration for these courses requires student to be accepted into the College of Education and have a Program of Study signed by a Department of Special Education faculty advisor.

Appendix F: Department Faculty & Instructors

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