



Florida Atlantic University
Traditional Report AY 2024-25
Florida



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

133669

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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STATE

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ZIP

33431

SALUTATION

Dr.

FIRST NAME

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

| CIP Code | Teacher Preparation Programs | UG, PG, or Both | Update |
|----------|---|-----------------|--------|
| 13.1202 | Elementary Education | Both | |
| 13.1 | Special Education | UG | |
| 13.1302 | Teacher Education - Art | Both | |
| 13.1322 | Teacher Education - Biology | Both | |
| 13.1323 | Teacher Education - Chemistry | Both | |
| 13.1305 | Teacher Education - English/Language Arts | Both | |
| 13.1311 | Teacher Education - Mathematics | Both | |
| 13.1329 | Teacher Education - Physics | Both | |
| 13.1315 | Teacher Education - Reading | PG | |
| 13.1317 | Teacher Education - Social Sciences | Both | |

Total number of teacher preparation programs:

10

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|--|---|---|
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Undergraduate educator preparation programs within the Florida Atlantic University College of Education require candidates to meet both university admission standards and program-specific requirements aligned with Florida Department of Education certification regulations. Admission to the teacher preparation program requires submission of official academic transcripts and demonstration of academic readiness for professional study. Candidates must meet a minimum cumulative grade point average (GPA) of 2.5 for admission to the program. In addition, candidates must satisfy the State of Florida basic skills requirement, typically by passing the Florida Teacher Certification Examinations (FTCE) General Knowledge Test or through another state-approved method of demonstrating basic skills proficiency. Prior to participation in clinical field experiences within partner school districts, candidates are required to complete fingerprinting and background screening in accordance with district and state policies to ensure eligibility to work with K–12 students. To complete the program, candidates must maintain a minimum cumulative GPA of 2.5 and successfully complete all required coursework and clinical experiences. Candidates must also demonstrate subject-matter competency by passing the appropriate FTCE Subject Area Examination or through another approved method of subject-area verification as required by the Florida Department of Education. Successful completion of these requirements qualifies candidates for recommendation for teacher certification in the State of Florida.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Admission | Completion |
|--|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

| Element | Admission | Completion |
|---|---|---|
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text"/> | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

Postgraduate educator preparation programs within the Florida Atlantic University College of Education require candidates to meet university graduate admission standards as well as program-specific requirements aligned with the certification regulations established by the Florida Department of Education. Admission to postgraduate initial teacher certification programs requires candidates to hold a bachelor's degree from a regionally accredited institution and submit official academic transcripts for review. Candidates must demonstrate academic readiness for graduate-level study by meeting the program's minimum cumulative grade point average (GPA) requirement of 3.0 for admission. For Masters in Secondary Education plus Certification, candidates must pass the Subject Area Exam at admission, or within the first semester. Passing Professional Education Test scores are also required for all graduate teacher prep programs. Prior to participating in clinical field experiences in partner school districts, candidates are required to complete fingerprinting and background screening in accordance with state and district policies governing individuals who work with K–12 students. To complete the program, candidates must successfully complete all required graduate coursework and clinical experiences while maintaining a minimum cumulative GPA of 3.0. In addition, candidates seeking initial teacher certification must demonstrate subject-matter competency by passing the appropriate Florida Teacher Certification Examinations (FTCE) as established by the Florida Department of Education. Candidates must also meet the state's basic skills and professional knowledge testing requirements, including the FTCE General Knowledge Test and the FTCE Professional Education Test, where applicable for certification eligibility. Successful completion of these requirements indicates that candidates have demonstrated the professional knowledge, pedagogical skills, and subject-area expertise necessary for recommendation for teacher certification in the State of Florida.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2024-25. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
- No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

120

Number of clock hours required for student teaching

562

Are there programs in which candidates are the teacher of record?

- Yes
- No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

120

Years required of teaching as the teacher of record in a classroom

1

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

2

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

14

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

102

Number of students in supervised clinical experience during this academic year

124

Please provide any additional information about or descriptions of the supervised clinical experiences:

Clinical experiences within the Florida Atlantic University College of Education are designed as a sequenced progression of supervised field experiences that allow candidates to apply pedagogical knowledge and instructional strategies in authentic K–12 classroom settings. These experiences are conducted in partnership with local school districts and are supervised by a Clinical Educator within the classroom, with additional coordination and support provided by the Office for School Engagement. Candidates participate in structured practicum experiences followed by a culminating student teaching internship, ensuring the progressive development of professional competencies in instructional planning, classroom management, assessment, and support for diverse learners. Within the Department of Special Education, candidates complete Practicum I: Students with Moderate to Severe Disabilities (EEX 4842) and Practicum II: Students with Mild Disabilities (EEX 4843) prior to completing the Student Teaching: Exceptional Student Education (EEX 4946) internship. Within the Department of Curriculum and Instruction, candidates complete practicum experiences through Effective Teaching Practices (EDG 3324 – Elementary) and Secondary School Effective Instruction (ESE 3940 – Secondary / EDG 6345 – Graduate Secondary). These experiences prepare candidates for the culminating student teaching or internship placements, including Student Teaching–Elementary (EDE 4943), Student Teaching–Art (ARE 4940), Student Teaching–English (LAE 4948), Student Teaching–Mathematics (MAE 4945), Student Teaching–Science–Biology, Chemistry, and Physics- (SCE 4944), and Student Teaching–Social Science (SSE 4944). Graduate candidates complete supervised

clinical practice through Student Teaching/Internship—Elementary Graduate (EDG 6940) or Student Teaching/Internship—Secondary Graduate (EDG 6940). Through these coordinated clinical experiences, candidates demonstrate the ability to plan and deliver standards-aligned instruction, assess student learning, and effectively support diverse student populations. The clinical sequence ensures candidates meet program expectations and state requirements for professional practice prior to recommendation for teacher certification.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

| 2024-25 Total | |
|--------------------------------------|------|
| Total Number of Individuals Enrolled | 2591 |
| Subset of Program Completers | 807 |

| Gender | Total Enrolled | Subset of Program Completers |
|---|----------------|------------------------------|
| Male | 437 | 129 |
| Female | 2154 | 678 |
| No Gender Reported | 0 | 0 |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | 1 | 0 |
| Asian | 59 | 21 |
| Black or African American | 530 | 155 |
| Hispanic/Latino of any race | 702 | 205 |
| Native Hawaiian or Other Pacific Islander | 7 | 4 |
| White | 1126 | 369 |
| Two or more races | 89 | 31 |

Race/Ethnicity

Total Enrolled

Subset of Program Completers

No Race/Ethnicity Reported

77

22

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2024-25.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2024-25

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="20"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="100"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|-----------------|
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | 0 |
| 13.1210 | Teacher Education - Early Childhood Education | 0 |
| 13.1301 | Teacher Education - Agriculture | 0 |
| 13.1302 | Teacher Education - Art | 0 |
| 13.1303 | Teacher Education - Business | 0 |
| 13.1305 | Teacher Education - English/Language Arts | 6 |
| 13.1306 | Teacher Education - Foreign Language | 0 |
| 13.1307 | Teacher Education - Health | 0 |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 2 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 0 |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | 1 |
| 13.1317 | Teacher Education - Social Science | 7 |
| 13.1318 | Teacher Education - Social Studies | 0 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1337 | Teacher Education - Earth Science | <input type="text" value="0"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="0"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text" value="0"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2024-25. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes
 No

No teachers prepared in academic year 2024-25

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------------------|
| 13.10 | Teacher Education - Special Education | <input type="text" value="20"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="100"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text" value="0"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text" value="0"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text" value="0"/> |
| 13.1302 | Teacher Education - Art | <input type="text" value="0"/> |
| 13.1303 | Teacher Education - Business | <input type="text" value="0"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text" value="6"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text" value="0"/> |
| 13.1307 | Teacher Education - Health | <input type="text" value="0"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|-----------------|
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | 0 |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | 0 |
| 13.1311 | Teacher Education - Mathematics | 0 |
| 13.1312 | Teacher Education - Music | 2 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 0 |
| 13.1315 | Teacher Education - Reading | 1 |
| 13.1316 | Teacher Education - General Science | 1 |
| 13.1317 | Teacher Education - Social Science | 0 |
| 13.1318 | Teacher Education - Social Studies | 7 |
| 13.1320 | Teacher Education - Trade and Industrial | 0 |
| 13.1321 | Teacher Education - Computer Science | 0 |
| 13.1322 | Teacher Education - Biology | 0 |
| 13.1323 | Teacher Education - Chemistry | 0 |
| 13.1324 | Teacher Education - Drama and Dance | 0 |
| 13.1328 | Teacher Education - History | 0 |
| 13.1329 | Teacher Education - Physics | 0 |
| 13.1331 | Teacher Education - Speech | 0 |
| 13.1337 | Teacher Education - Earth Science | 0 |
| 13.14 | Teacher Education - English as a Second Language | 0 |
| 13.99 | Education - Other Specify: <input data-bbox="289 1644 1260 1692" type="text"/> | 0 |
| 01 | Agriculture | 0 |
| 03 | Natural Resources and Conservation | 0 |
| 05 | Area, Ethnic, Cultural, and Gender Studies | 0 |
| 09 | Communication or Journalism | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|--|-----------------|
| 11 | Computer and Information Sciences | 0 |
| 12 | Personal and Culinary Services | 0 |
| 14 | Engineering | 0 |
| 16 | Foreign Languages, Literatures, and Linguistics | 0 |
| 19 | Family and Consumer Sciences/Human Sciences | 0 |
| 21 | Technology Education/Industrial Arts | 0 |
| 22 | Legal Professions and Studies | 0 |
| 23 | English Language/Literature | 0 |
| 24 | Liberal Arts/Humanities | 0 |
| 25 | Library Science | 0 |
| 26 | Biological and Biomedical Sciences | 0 |
| 27 | Mathematics and Statistics | 0 |
| 30 | Multi/Interdisciplinary Studies | 0 |
| 38 | Philosophy and Religious Studies | 0 |
| 40 | Physical Sciences | 0 |
| 41 | Science Technologies/Technicians | 0 |
| 42 | Psychology | 0 |
| 44 | Public Administration and Social Service Professions | 0 |
| 45 | Social Sciences | 0 |
| 46 | Construction | 0 |
| 47 | Mechanic and Repair Technologies | 0 |
| 50 | Visual and Performing Arts | 0 |
| 51 | Health Professions and Related Clinical Sciences | 0 |
| 52 | Business/Management/Marketing | 0 |
| 54 | History | 0 |

| CIP Code | Academic Major | Number Prepared |
|----------|---|---|
| 99 | Other Specify: <input data-bbox="289 121 1263 163" type="text"/> | <input data-bbox="1295 90 1572 132" type="text" value="0"/> |

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The institution implements a structured and data-informed approach to clinical placements to ensure candidates gain experience in diverse educational settings. In collaboration with the Office for School Engagement, placements are systematically coordinated and monitored to provide candidates with opportunities to work in schools serving varied student populations, including students with disabilities, English learners, and students from low-income communities. Placement data are continuously tracked and analyzed to support program improvement and to inform state and accreditation reporting requirements. This intentional alignment between program experiences and school contexts ensures that candidates are well prepared to meet the instructional demands of the local educational agencies where program completers are most likely to be employed.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in mathematics in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Based on the low number for 2023-2024, we again lower our goal. Our goal for 2024-2025 was set to meet 4 completers.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

We intend on expanding recruitment into math content courses.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

In order to expand recruitment into math content courses and collaborate with the Math Department to identify and support candidates early in their academic career.

6. Provide any additional comments, exceptions and explanations below:

In order to support candidates early in their academic career, advising touchpoints will be implemented.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in mathematics in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2025-2026 is to produce 3 math teacher completers through the combined efforts of math and education faculty.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in mathematics in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2026-2027 is to aim for 3 math teacher completers through the combined efforts of math and education faculty.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in science in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Through the combined work of the science and education faculties, we believe that reducing our previous goal of 6 completers will be a good goal for 2024-2025.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

We will increase advising touchpoints each semester, expand recruitment into science content courses, and collaborate with the Science Department to identify and support candidates early in their academic career.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Through cross-college collaborations in the area of environmental education, robotics, and AI-integration, we will continue to support the growth of science teacher candidates.

6. Provide any additional comments, exceptions and explanations below:

N/A

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in science in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2025-2026 is to produce 3 science teacher completers through the combined efforts of science and education faculty.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in science in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2026-2027 is to aim for 3 science teacher completers through the combined efforts of science and education faculty.

Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in special education in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Department of Special Education Service Goals • Deliver a professional development needs assessment to at least two of our school partners designated as low performing, high need schools. • Continue Department options to explore ways to use hybrid delivery method and revise Bachelor's degree program in ESE to help local school district para-professionals to get their Bachelor's degree from the Department. • Deliver yearly undergraduate and graduate student orientation and recruitment events. • Obtain continued approval by the Board-Certified Behavior Analyst® (BCBA®) for maintaining program approval for the Master's course sequence in Applied Behavior Analysis. Department of Special Education Academic Program Goals • Revise the existing Master's degree program and replace it with four concentration areas which are Applied Behavior Analysis, Autism Spectrum Disorders, Early Childhood Special Education, and Special Education Intervention. This revised concentration Master's degree program has been offered fully online beginning Spring 2023. • Continue to implement the inclusive post-secondary education program for adults with developmental disabilities (i.e., the FAU Academy for Community Inclusion (ACI)). • Continue to use the teacher evaluation systems that have been validated into the Department Student Teacher evaluation system, as required by FDOE. All University Supervisors will continue to administer these evaluations to our Student Teachers. • Increase visibility of the Department and its various programs. • Respond to continuous and numerous changes the structure, format, and reporting requirements in the College and University student assessment systems.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

The Department of Special Education will implement a strategic, data-informed approach to achieve its service goals by strengthening school and

community partnerships, expanding access, and ensuring program quality. The department will collaborate with local high-need schools to conduct targeted professional development needs assessments using surveys and stakeholder engagement, followed by delivery of responsive training aligned to identified gaps. To support workforce development, the department will explore and pilot a flexible hybrid bachelor's degree pathway designed to meet the needs of paraprofessionals through district partnerships and accessible course scheduling. Additionally, the department will host annual undergraduate and graduate orientation and recruitment events to enhance student engagement, enrollment, and program awareness. To ensure continued program excellence, the department will maintain compliance with Behavior Analyst Certification Board standards by conducting ongoing curriculum review, monitoring candidate outcomes, and sustaining documentation required for BCBA® program approval. Together, these efforts reflect a continuous improvement model aligned with state, accreditation, and workforce needs.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The Department of Special Education will strengthen performance in meeting its service goals by implementing a continuous improvement cycle grounded in data collection, stakeholder feedback, and strategic alignment with partner needs. Lessons learned indicate that early and consistent engagement with school districts and community partners is essential to ensure relevance and participation in initiatives such as professional development and recruitment. To improve outcomes, the department will establish clearer timelines, designate responsible personnel for each initiative, and utilize tools such as Qualtrics and WEAVE to monitor participation, satisfaction, and impact. Additionally, expanding flexible delivery options (e.g., hybrid formats) requires intentional coordination with faculty and support units to address scheduling and access barriers for paraprofessionals. For program approval processes, maintaining proactive communication and organized documentation aligned with Behavior Analyst Certification Board standards is critical to ensure compliance and timely renewal. Moving forward, the department will prioritize data-informed decision-making, strengthen communication channels, and formalize partnerships to enhance efficiency, accountability, and overall goal attainment.

6. Provide any additional comments, exceptions and explanations below:

The Department of Special Education remains committed to meeting its service goals; however, several contextual factors should be noted. Variability in school partner availability and competing district priorities may impact the timing and full implementation of professional development needs assessments and related activities. Additionally, the exploration and expansion of hybrid program delivery for paraprofessionals is dependent on institutional approval processes, faculty workload capacity, and coordination with enrollment and academic affairs units. Recruitment and orientation efforts may also be influenced by enrollment trends and external market conditions. Regarding program approval, all requirements set forth by the Behavior Analyst Certification Board are being actively monitored, and any updates to standards or reporting expectations will be incorporated to ensure continued compliance. Despite these considerations, the department continues to make steady progress and remains aligned with institutional priorities, accreditation expectations, and workforce needs.

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in special education in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for the 2025-2026 academic year is to produce 9 special education teacher candidates through combined efforts from the Office of School Engagement and the Department of Special Education.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in special education in 2026-27? If no, leave the next question blank.

Yes

No

10. Describe your goal.

Our goal for the 2026-2027 academic year is to produce 8 teacher candidate graduates through the combined efforts of the DSE and the Office of School Engagement.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2024-25\)](#)
- >> [Review Current Year's Goal \(2025-26\)](#)
- >> [Set Next Year's Goal \(2026-27\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2024-25)

1. Did your program prepare teachers in instruction of limited English proficient students in 2024-25?

If no, leave remaining questions for 2024-25 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

Our 2024-2025 for completers is 101: (Elementary = 80; English = 11; Exceptional Student Education=10)

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

We will continue to provide explicit coursework in the instruction of LEP students, as well as infuse ESOL strategies within our content area courses.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We will continue to provide explicit coursework in the instruction of LEP students, as well as infuse ESOL strategies within our content area courses by increasing advising touchpoints each semester, expand recruitment.

6. Provide any additional comments, exceptions and explanations below:

N/A

Review Current Year's Goal (2025-26)

7. Is your program preparing teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Our goal for 2025-2026 is to produce 80 fully ESOL-endorsed elementary and secondary teacher completers. These teachers will receive an ESOL endorsement on their teaching license upon graduating from our program.

Set Next Year's Goal (2026-27)

9. Will your program prepare teachers in instruction of limited English proficient students in 2026-27? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Our goal for 2026-2027 is to aim for 85 fully ESOL-endorsed elementary and secondary teacher completers. These teachers will receive ESOL endorsement on their teaching license when they graduate from our program."

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 001 -ART K-12 State Other enrolled students | 1 | | | |
| 001 -ART K-12 State All program completers, 2024-25 | 1 | | | |
| 001 -ART K-12 State All program completers, 2022-23 | 29 | | 29 | 100 |
| 002 -BIOLOGY 6-12 State Other enrolled students | 4 | | | |
| 002 -BIOLOGY 6-12 State All program completers, 2024-25 | 1 | | | |
| 002 -BIOLOGY 6-12 State All program completers, 2023-24 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 002 -BIOLOGY 6-12 State All program completers, 2022-23 | 3 | | | |
| 003 -CHEMISTRY 6-12 State Other enrolled students | 1 | | | |
| 060 -ELEMENTARY EDUCATION K-6 State Other enrolled students | 109 | | 74 | 68 |
| 060 -ELEMENTARY EDUCATION K-6 State All program completers, 2024-25 | 93 | | 93 | 100 |
| 060 -ELEMENTARY EDUCATION K-6 State All program completers, 2023-24 | 89 | | 89 | 100 |
| 060 -ELEMENTARY EDUCATION K-6 State All program completers, 2022-23 | 69 | | 69 | 100 |
| 130 -ENGLISH TEST State Other enrolled students | 14 | | 12 | 86 |
| 130 -ENGLISH TEST State All program completers, 2024-25 | 7 | | | |
| 130 -ENGLISH TEST State All program completers, 2023-24 | 12 | | 12 | 100 |
| 130 -ENGLISH TEST State All program completers, 2022-23 | 6 | | | |
| 061 -EXCEPTIONAL STUDENT EDUCATION K-12 State Other enrolled students | 4 | | | |
| 061 -EXCEPTIONAL STUDENT EDUCATION K-12 State All program completers, 2024-25 | 3 | | | |
| 061 -EXCEPTIONAL STUDENT EDUCATION K-12 State All program completers, 2023-24 | 8 | | | |
| 061 -EXCEPTIONAL STUDENT EDUCATION K-12 State All program completers, 2022-23 | 10 | | 10 | 100 |
| 100 -GENERAL KNOWLEDGE State Other enrolled students | 214 | | 214 | 100 |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 100 -GENERAL KNOWLEDGE State All program completers, 2024-25 | 103 | | 103 | 100 |
| 100 -GENERAL KNOWLEDGE State All program completers, 2023-24 | 110 | | 110 | 100 |
| 100 -GENERAL KNOWLEDGE State All program completers, 2022-23 | 106 | | 106 | 100 |
| 026 -MATHEMATICS 6-12 State Other enrolled students | 6 | | | |
| 026 -MATHEMATICS 6-12 State All program completers, 2023-24 | 3 | | | |
| 028 -MUSIC K-12 State All program completers, 2024-25 | 2 | | | |
| 028 -MUSIC K-12 State All program completers, 2023-24 | 2 | | | |
| 028 -MUSIC K-12 State All program completers, 2022-23 | 12 | 219 | 7 | 58 |
| 083 -PROFESSIONAL EDUCATION TEST State Other enrolled students | 159 | 205 | 115 | 72 |
| 083 -PROFESSIONAL EDUCATION TEST State All program completers, 2024-25 | 116 | 213 | 116 | 100 |
| 083 -PROFESSIONAL EDUCATION TEST State All program completers, 2023-24 | 125 | 212 | 125 | 100 |
| 083 -PROFESSIONAL EDUCATION TEST State All program completers, 2022-23 | 112 | 209 | 112 | 100 |
| 035 -READING K-12 State Other enrolled students | 6 | | | |
| 035 -READING K-12 State All program completers, 2024-25 | 1 | | | |
| 035 -READING K-12 State All program completers, 2023-24 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 037 -SOCIAL SCIENCE 6-12 State Other enrolled students | 12 | 206 | 8 | 67 |
| 037 -SOCIAL SCIENCE 6-12 State All program completers, 2024-25 | 8 | | | |
| 037 -SOCIAL SCIENCE 6-12 State All program completers, 2023-24 | 8 | | | |
| 037 -SOCIAL SCIENCE 6-12 State All program completers, 2022-23 | 14 | 217 | 14 | 100 |

Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---|---------------------|----------------------|---------------|
| All program completers, 2024-25 | 116 | 116 | 100 |
| All program completers, 2023-24 | 125 | 125 | 100 |
| All program completers, 2022-23 | 113 | 113 | 100 |
| All program completers, combined 3 academic years | 354 | 354 | 100 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

CACREP,

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

- b. use technology effectively to collect data to improve teaching and learning

 Yes

 No

- c. use technology effectively to manage data to improve teaching and learning

 Yes

 No

- d. use technology effectively to analyze data to improve teaching and learning

 Yes

 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Evidence that candidates are prepared to effectively integrate technology into curriculum and instruction, and to collect, manage, and analyze data to improve teaching and learning, is documented through Florida Educator Accomplished Practices (FEAP)–aligned critical assignments housed in LiveText by Watermark, the institution's centralized assessment and data management system. These performance-based assessments provide measurable evidence of candidate competency and are aligned with program standards and state expectations for technology integration and data-driven instructional practice. Teacher candidates complete a minimum of six credit hours of technology-integrated coursework embedded within program curricula. Core courses supporting this preparation include EME 2040 (Introduction to Technology for Educators), EME 4312 (Educational Technology for 21st Century Teaching), and EEX 4763 (Instructional Technology in Special Education). Within these courses, candidates complete multiple FEAP-aligned critical assignments that require the integration of digital tools, instructional technologies, and data-based decision-making processes to support student learning. In EME 2040, candidates complete five critical assignments including an Assessment Plan, Data-Based Decision-Making assignment, Assistive Technologies project, Technology-Enhanced Unit, and Data Merge activity, which require candidates to apply technology tools to analyze student learning data and inform instructional planning. EME 4312 extends these competencies through a Technology-Based Assessment Toolbox and Technology-Based Lesson, requiring candidates to design and implement technology-rich instructional strategies and assessments that support student engagement and achievement. Preparation in Universal Design for Learning (UDL) is embedded across the curriculum. Candidates in EEX 4763 complete a UDL Model Lesson critical assignment requiring the development of instruction that incorporates multiple means of representation, engagement, and expression to support diverse learners. UDL principles are further reinforced in courses including

EEX 4070 (Inclusive Education for General Educators), EME 2040, and EME 4312, where assistive technologies and inclusive instructional design are incorporated into lesson planning and assessment activities. Candidate performance on all critical assignments is evaluated using standardized program rubrics aligned with FEAP indicators, with established performance benchmarks used to determine candidate proficiency. Assessment results are systematically collected, aggregated, and analyzed within the LiveText reporting and analytics system. Program faculty review these data annually as part of the continuous improvement cycle, which includes data review, faculty discussion, program-level action planning, and implementation of instructional or curricular adjustments where needed. Aggregated results and trend analyses are disseminated to departments to support program evaluation, accreditation reporting, and evidence-based program improvements. This structured assessment and feedback process ensures that candidates demonstrate the knowledge and skills necessary to effectively integrate technology and use data-driven instructional practices to improve student academic outcomes.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

General education teacher candidates are prepared to effectively teach students with disabilities through targeted coursework focused on inclusive instructional practices and classroom management strategies. At the undergraduate level, candidates complete EEX 4070 (Inclusive Education), a three-credit course that provides foundational knowledge of inclusive education, characteristics of diverse learners, instructional accommodations, differentiated instruction, and collaboration with special education professionals to support students with disabilities in general education settings. Candidates also complete EEX 4616 (Classroom Management), a three-credit course that prepares teacher candidates to implement evidence-based classroom management strategies that support positive learning environments for all students, including students with disabilities. The course emphasizes proactive behavioral supports, instructional strategies for diverse learners, and effective classroom organization that promotes student engagement and academic success. Together, these courses provide candidates with the knowledge and skills necessary to design inclusive instruction, apply appropriate accommodations and supports, and create classroom environments that effectively meet the needs of students with disabilities.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Preparation for participation as a member of Individualized Education Program (IEP) teams is incorporated within EEX 4070 (Inclusive Education). In this course, teacher candidates are introduced to the legal and procedural requirements of the Individuals with Disabilities Education Act (IDEA) and the role of general education teachers in the IEP development and implementation process. Course content includes understanding the structure and components of an IEP, collaborating with special education professionals and families, and implementing accommodations and modifications identified in the IEP to support student learning in inclusive classroom settings. Candidates also engage in applied learning activities designed to build awareness of interdisciplinary collaboration and the responsibilities of educators participating in IEP teams.

c. Effectively teach students who are limited English proficient.

All students in FAU initial teacher certification programs (ITP)-elementary and English education 6-12 meet course content (TSL 4080 & TSL 4081) and field experience requirements to qualify for the ESOL endorsement. Teacher candidates are prepared to effectively teach students who are limited English proficient through coursework and field experiences aligned with the requirements of the Florida ESOL Consent Decree. Candidates enrolled in initial teacher preparation programs in Elementary Education and English Education (6–12) complete ESOL-focused coursework, including TSL 4080 and TSL 4081, along with embedded field experiences designed to develop competencies in second language acquisition, culturally responsive pedagogy, and instructional strategies that support English language development and academic achievement. Candidates in other initial teacher preparation programs complete TSL 4324 (Introduction to TESOL), which provides foundational knowledge of second language acquisition theory, instructional strategies for English learners, and approaches for integrating language development within content-area instruction. Across these courses, candidates learn to design and implement standards-based instruction, differentiated strategies, and appropriate assessment practices to support English learners in diverse classroom settings. Coursework also emphasizes the integration of language objectives with content instruction and the use of culturally and linguistically responsive teaching practices consistent with Florida Department of Education ESOL endorsement competencies. Through this preparation, candidates develop the knowledge and instructional skills necessary to effectively support the academic success and language development of English learners in K–12 classrooms.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Candidates enrolled in the Special Education (SPED) Initial Teacher Preparation program complete a structured sequence of five semesters of coursework and supervised field experiences focused on teaching students with disabilities. Throughout the program, candidates engage in progressively intensive clinical experiences in an array of school setting where they apply evidence-based instructional practices, differentiated instruction, and accommodations designed to support students with a range of disabilities. Coursework and field experiences emphasize instructional planning aligned with individualized education programs (IEPs), implementation of specialized instructional strategies, progress monitoring, and collaboration with general education teachers and support personnel. These experiences ensure that candidates develop the knowledge, skills, and professional competencies necessary to effectively teach and support students with disabilities in inclusive and specialized educational environments.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Preparation for participation as a member of Individualized Education Program (IEP) teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (IDEA), is embedded throughout the Special Education (SPED) program curriculum. Candidates engage in coursework and field-based activities that address the development, implementation, and monitoring of IEPs, as well as the collaborative roles of educators, families, and related service providers in the IEP process. In addition to IEP-related learning experiences integrated across multiple courses, SPED candidates complete EEX 4932, a course focused specifically on the IEP process, during their student teaching internship. In this course, candidates develop competencies related to writing measurable goals and objectives, aligning instructional supports and accommodations, and participating in collaborative decision-making as members of IEP teams. These experiences prepare candidates to effectively contribute to the planning and implementation of individualized educational programs for students with disabilities.

c. Effectively teach students who are limited English proficient.

Candidates enrolled in the Special Education (SPED) program are prepared to effectively teach students who are limited English proficient through coursework aligned with Florida ESOL endorsement competencies. Special Education majors complete two TESOL courses, TSL 4080 and TSL 4081, which address second language acquisition, culturally and linguistically responsive instructional strategies, and assessment practices that support English learners. In addition to these courses, ESOL competencies are embedded throughout Special Education program coursework, where candidates learn to integrate language development strategies, differentiated instruction, and appropriate accommodations to support English learners with disabilities. Through this integrated preparation, candidates develop the knowledge and skills necessary to support both the academic achievement and language development of multilingual learners in diverse educational settings.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Additional information regarding the performance and evaluation of Florida teacher preparation programs is available through the Florida Teacher Preparation Program 2025 Annual Report, which is accessible through the Florida Department of Education website. This report provides statewide performance data for all state-approved teacher preparation programs and presents program outcomes based on performance measures established in Florida Statutes and State Board of Education Rules. As required by state law and State Board rule, programs receive summative performance ratings as well as ratings across five key performance metrics: placement rate, retention rate, student performance on state assessments, student subgroup performance on state assessments, and teacher evaluation results. These metrics provide an external evaluation of program effectiveness and are used by the state to monitor program quality and support continuous improvement across educator preparation programs. Please refer to the report for additional details regarding program performance and evaluation outcomes.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Sheila Walden

TITLE:

Director of Accreditation Assessment and Analytics Office of Accreditation & Assessment

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Traci Catto

TITLE:

Executive Director School Engagement Assessment and Accreditation