FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Special Education

College Education

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

***Current* Course Prefix and Number** EEX 6292

***Current* Course Title** Literacy Remediation & Interventions for Students with Disabilit

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix
From: **To:**

Change course number
From: **To:**

Change credits*
From: **To:**

Change grading
From: **To:**

Academic Service Learning (ASL) **
Add ☐ **Remove** ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:
EEX 6480 with grade of "B" or higher and enrollment in Special Education or a closely related major; or permission of instructor. Min Grade B.

Change corequisites to:
EEX 6480 with grade of "B" or higher and enrollment in Special Education or a closely related major; or permission of instructor. Min grade B.

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes: Spring 2025

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone Sharon M. Darling, PhD/sdarlin4@fau.edu/561-297-3284

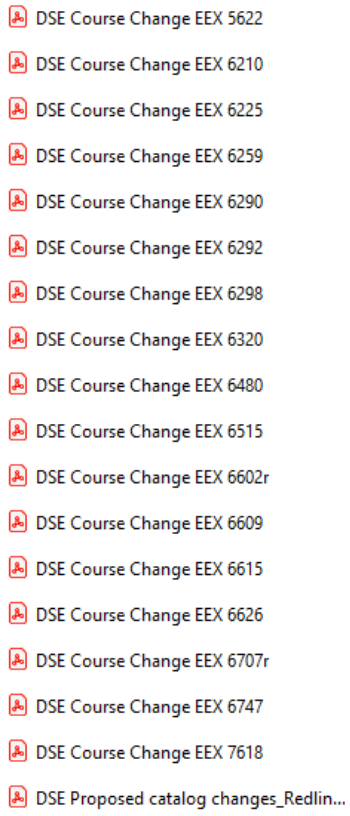
Approved by	*Date*
Department Chair	9-5-24
College Curriculum Chair Elizabeth Villares	
College Dean	9/18/2024
UGPC Chair	10/02/2024
UGC Chair	10/02/2024
Graduate College Dean	10/03/2024
UFS President	
Provost	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

Department of Special Education (DSE) Course Changes.

DSE course changes are intended to highlight expanded pre-requisite course requirements for all courses, specific course description changes for two courses; and enhance transparency of grade requirements of B or higher for all courses.

There are 17 course change forms, and the document named *DSE Proposed catalog changes_Redlined* is the supporting document for all.



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Current	Proposed
Enhancing Collaborations between School, Communities and Families of Students with Special Needs (EEX 5622) 3 credits *Prerequisite: EEX 2091 or EEX 5051 or equivalent* This course emphasizes the collaborative skills for special educators to create and maintain optimal working relationships within families with students with special needs, schools, communities and related stakeholders. Various evidence-based practices or approaches are discussed and applied to various course requirements.	**Enhancing Collaborations between School, Communities and Families of Students with Special Needs (EEX 5622) 3 credits** *Prerequisite: ~~EEX 2091 or EEX 5051 or equivalent~~ "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051 (or equivalent); or at advisor's discretion.* This course emphasizes the collaborative skills for special educators to create and maintain optimal working relationships within families with students with special needs, schools, communities and related stakeholders. Various evidence-based practices or approaches are discussed and applied to various course requirements.
Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders (EEX 6210) 3 credits *Prerequisites: EBD 5246 or EEX 4070 or EEX 5051 or EEX 6095 or equivalent* A course in the assessment of individuals with autism spectrum disorders (ASD) designed to examine assessment procedures. Emphasis is placed upon the utilization of assessment results for the purpose of instructional decision making.	**Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders (EEX 6210) 3 credits** *Prerequisites: ~~EBD 5246 or EEX 4070 or EEX 5051 or EEX 6095 or equivalent~~ "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051, and EEX 6095 (or equivalent).* A course in the assessment of individuals with Autism Spectrum Disorders~~-~~(ASD) designed to examine assessment procedures. Emphasis is placed upon the utilization of assessment results for the purpose of instructional decision making.
Assessing Students with Disabilities (EEX 6225) 3 credits ***Prerequisite: EEX 2091 or EEX 5051 or equivalent*** This course describes assessment methods (e.g., instruments, data, procedures) and how they are used and interpreted within multi-tier systems to support and inform instruction of students who are being served in special education and are from cultural, social and economically diverse backgrounds.	**Assessing Students with Disabilities (EEX 6225) 3 credits** *Prerequisite: ~~EEX 2091 or EEX 5051 or equivalent~~ "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051 (or equivalent); or at advisor's discretion.* This course describes assessment methods (e.g., instruments, data, procedures) and how they are used and interpreted within multi-tier systems to support and inform instruction of students who are being served in special education and are from cultural, social and economically diverse backgrounds.

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Cognitive and Meta-Cognitive Learning Strategies (EEX 6259) 3 credits *Prerequisite: EEX 6247 or permission of instructor* Designed to prepare teachers to develop and use cognitive and meta-cognitive learning strategies (i.e., direct instruction, scaffolding, reciprocal teaching, attribution retraining, and generalization) to promote independent, motivated users of strategies in both academic and social learning.	**Cognitive and Meta-Cognitive Learning Strategies (EEX 6259) 3 credits** *Prerequisite: ~~EEX 6247 or permission of instructor~~* Enrollment in Special Education or a closely related major or permission of instructor. Designed to prepare teachers to develop and use cognitive and meta-cognitive learning strategies (i.e., direct instruction, scaffolding, reciprocal teaching, attribution retraining, and generalization) to promote independent, motivated users of strategies in both academic and social learning.
Mathematics Remediation and Interventions for Students with Disabilities (EEX 6290) 3 credits *Prerequisite: EEX 6480* This course emphasizes the approaches to evaluate the gaps and misconceptions students with disabilities have in their understanding of mathematical concepts. Evidence-based instructional practices and interventions are modeled and practiced to address gaps in mathematical conceptual understanding and mastery.	**Mathematics Remediation and Interventions for Students with Disabilities (EEX 6290) 3 credits** *~~Prerequisite: EEX 6480~~ Pre/corequisite: EEX 6480 with* grade of "B" or higher; enrollment in Special Education or a closely related major or permission of instructor. This course emphasizes the approaches to evaluate the gaps and misconceptions students with disabilities have in their understanding of mathematical concepts. Evidence-based instructional practices and interventions are modeled and practiced to address gaps in mathematical conceptual understanding and mastery.
Literacy Remediation and Interventions for Students with Disabilities (EEX 6292) 3 credits *Prerequisite: EEX 6480* This fully online asynchronous course addresses principles and practices of evidence-based literacy interventions for students with learning disabilities and other learning needs. Students are able to identify and implement effective interventions in both reading and writing. Topics include theoretical explanations of reading and writing difficulties, research-based approaches to intervention and procedures for evaluation. This course	**Literacy Remediation and Interventions for Students with Disabilities (EEX 6292) 3 credits** *~~Prerequisite: EEX 6480~~ Pre/corequisite: EEX 6480 with* grade of "B" or higher; enrollment in Special Education or a closely related major or permission of instructor. This fully online asynchronous course addresses principles and practices of evidence-based literacy interventions for students with learning disabilities and other learning needs. Students are able to identify and implement effective interventions in both reading and writing. Topics include theoretical explanations of reading and writing difficulties,

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requires access to a student with a disability to complete the course project.	research-based approaches to intervention and procedures for evaluation. This course requires access to a student with a disability to complete the course project.
Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders (EEX 6298) 3 credits *Prerequisites: EBD 5246 or EEX 4070 or EEX 5051 or EEX 6095 or equivalent* A comprehensive course covering effective instructional practices for teaching social, communication, academic and functional skills to students with autism spectrum disorders (ASD).	**Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorder~~s~~ (EEX 6298) 3 credits** *Prerequisites: ~~EBD 5246 or EEX 4070 or EEX 5051 or EEX 6095 or equivalent~~* "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051, and EEX 6095 (or equivalent). A comprehensive course covering effective instructional practices for teaching social, communication, academic and functional skills to students with Autism Spectrum Disorder~~s~~ (ASD).
Program Evaluation of Special Education Programs, Supports and Services (EEX 6320) 3 credits *Prerequisite: EEX 2091 or EEX 5051 or equivalent at advisor's discretion* This course addresses program evaluation for systems, programs and services to enhance the lives of individuals with exceptionalities. The course emphasizes developing a methodology for continuous progress monitoring and improvement of the implementation of evidence-based practices and structures as a part of the process of program proposal development and evaluation.	**Program Evaluation of Special Education Programs, Supports and Services (EEX 6320) 3 credits** *Prerequisite: ~~EEX 2091 or EEX 5051 or equivalent at advisor's discretion~~* "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051 (or equivalent); or at advisor's discretion. This course addresses program evaluation for systems, programs and services to enhance the lives of individuals with exceptionalities. The course emphasizes developing a methodology for continuous progress monitoring and improvement of the implementation of evidence-based practices and structures as a part of the process of program proposal development and evaluation.
Instructional Design in Special Education (EEX 6480) 3 credits ***Prerequisite: EEX 2091 or EEX 5051 or equivalent*** This course addresses the methods for special educators to use data and knowledge of general and specialized curricula to improve	**Instructional Design in Special Education (EEX 6480) 3 credits** *Prerequisite: ~~EEX 2091 or EEX 5051 or equivalent~~* "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051 (or equivalent); or at advisor's discretion. This course addresses the methods for special

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special education programs for students with exceptionalities using evidence-based practices and effective teaching strategies.	educators to use data and knowledge of general and specialized curricula to improve special education programs for students with exceptionalities using evidence-based practices and effective teaching strategies.
Special Education Leadership, Policy and Ethics (EEX 6515) 3 credits *Prerequisite: EEX 2091 or EEX 5051 or equivalent at advisor's discretion* Course is designed to present school professionals with an overview of the special education leadership and policy issues as well as to examine the skills and knowledge required to supervise and lead high quality programs for students with disabilities.	**Special Education Leadership, Policy and Ethics (EEX 6515) 3 credits** *Prerequisite: ~~EEX 2091 or EEX 5051 or equivalent at advisor's discretion~~* "B" or higher in EEX 2010, or EEX 2091, or EEX 4070, or EEX 5051 (or equivalent); or at advisor's discretion. Course is designed to present school professionals with an overview of the special education leadership and policy issues as well as to examine the skills and knowledge required to supervise and lead high quality programs for students with disabilities.
Behavior Change and Management Strategies (EEX 6602) 3 credits *Prerequisites: EEX 5612 with grade of "B" or higher; enrollment in Exceptional Student Education or a closely related major or permission of instructor* Specialized behavior-management techniques for use with students who are emotionally handicapped. The course prepares teachers to apply behavior analytic techniques, manage crisis situations and functionally assess problem behaviors. Ethical issues will be considered as will counseling skills for teachers working with disturbed children in schools.	**Behavior Change and Management Strategies (EEX 6602) 3 credits** *Prerequisites: ~~EEX 5612 with grade of "B" or higher; enrollment in Exceptional Student Education or a closely related major or permission of instructor~~* EEX 5612 with grade of "B" or higher and enrollment in Special Education; or permission of instructor or ABA Coordinator. Min. Grade B. This course offers specialized behavior-~~management~~ support techniques for use with students who display challenging behaviors ~~emotionally handicapped~~. The course prepares teachers to apply behavior analytic techniques, manage crisis situations and functionally assess problem behaviors. Ethical issues will be considered as will counseling skills for teachers working with ~~disturbed~~ children with challenging behaviors in schools.
Behavior Analytic Teaching (EEX 6609) 3 credits *Prerequisite: EEX 5612 with grade of "B" or higher; enrollment in Exceptional Student Education or a closely related major or*	**Behavior Analytic Teaching (EEX 6609) 3 credits** *Prerequisite: ~~EEX 5612 with grade of "B" or higher; enrollment in Exceptional Student Education or a closely related major or~~*

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permission of instructor Course presents a behavior analytic framework for teaching and skill development. Course also addresses the scientific research base, rationale, and context for using behavioral teaching.	~~*permission of instructor*~~ *EEX 5612 with grade of "B" or higher and enrollment in Special Education; or permission of instructor or ABA Coordinator.* Course presents a behavior analytic framework for teaching and skill development. Course also addresses the scientific research base, rationale, and context for using behavioral teaching.
Behavior Assessment and Intervention Selection (EEX 6615) 3 credits *Prerequisites: EEX 5612 with grade of "B" or higher; enrollment in Exceptional Student Education or a closely related major or permission of instructor* This course is an advanced study of behavior assessment, emphasizing functions of problem behavior in school, community, and home settings. Students learn steps and tactics of indirect, descriptive, and analogue assessment (emphasizing experimental assessment in natural settings). Students analyze and interpret data and select intervention strategies based on that analysis.	Behavior Assessment and Intervention Selection (EEX 6615) 3 credits *Prerequisites:* ~~*EEX 5612 with grade of "B" or higher; enrollment in Exceptional Student Education or a closely related major or permission of instructor*~~ EEX 5612 with grade of "B" or higher and enrollment in Special Education; or permission of instructor or ABA Coordinator. This course is an advanced study of behavior assessment, emphasizing functions of problem behavior in school, community, and home settings. Students learn steps and tactics of indirect, descriptive, and analogue assessment (emphasizing experimental assessment in natural settings). Students analyze and interpret data and select intervention strategies based on that analysis.
Behavior Analytic Supervision and Management (EEX 6626) 3 credits *Prerequisites: EEX 5612, EEX 6602, EEX 6609, EEX 6615, EEX 7618 or permission of instructor* This course prepares student seeking BCBA certification and special education leadership skills to serve as supervisors for staff disseminating procedures rooted in ABA and related fields. Students learn how to supervise, train, mentor and coach special education professionals and other human service staff based on foundational principles and methods of ABA by working collaboratively with each other and providing constructive feedback. The emphasis is on fostering a work culture that is motivating for all staff while maximizing work	**Behavior Analytic Supervision and Management (EEX 6626) 3 credits** *Prerequisites:* ~~*EEX 5612, EEX 6602, EEX 6609, EEX 6615, EEX 7618 or permission of instructor*~~ "B" or higher in EEX 5612, EEX 6602, EEX 6609, EEX 6515 and EEX 7618 and enrollment in Special Education or permission of the instructor or ABA Coordinator. This course prepares student seeking BCBA certification and special education leadership skills to serve as supervisors for staff disseminating procedures rooted in ABA and related fields. Students learn how to supervise, train, mentor and coach special education professionals and other human service staff based on foundational principles and methods

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performance and minimizing unethical and counter-productive behaviors. Scientific foundations of behavior analysis are integrated in shaping future supervisors as effective trainers, mentors and coaches. Ethical issues are also examined with careful consideration given to supervisory roles across environments and context.	of ABA by working collaboratively with each other and providing constructive feedback. The emphasis is on fostering a work culture that is motivating for all staff while maximizing work performance and minimizing unethical and counter-productive behaviors. Scientific foundations of behavior analysis are integrated in shaping future supervisors as effective trainers, mentors and coaches. Ethical issues are also examined with careful consideration given to supervisory roles across environments and context.
Early Intervention Services (EEX 6707) 3 credits *Prerequisite: EEX 5015 or 5017, or permission of instructor* Course provides knowledge and skills to facilitate family-centered early intervention services to infants and toddlers with disabilities or at risk of developing disabilities. These services promote collaboration with families and intervention in natural environments.	**Early Intervention Services (EEX 6707) 3 credits** *Prerequisite: ~~EEX 5015 or 5017, or permission of instructor~~* None Course provides knowledge and skills to facilitate family-centered early intervention services to infants and toddlers with disabilities or at risk of developing disabilities. These services promote collaboration with families and intervention in natural environments.
Ethics in Applied Behavior Analysis (EEX 6747) 3 credits *Prerequisites: EEX 5612, EEX 6602, EEX 6609, EEX 6615 a nd EEX 7618 all with a grade of "B" or higher; enrollment in Exceptional Student Education or closely related major o r permission of instructor* The objective of this course is to enhance understanding of ethical and legal issues behavior analysts face when working in the field. This course also aims to build capacity for correctly implementing behavior analytic procedures and equipping students with the skills and knowledge needed to become ethically and professionally skilled behavior analysts	**Ethics in Applied Behavior Analysis (EEX 6747) 3 credits** *Prerequisites: ~~EEX 5612, EEX 6602, EEX 6609, EEX 6615 a nd EEX 7618 all with a grade of "B" or higher; enrollment in Exceptional Student Education or closely related major o r permission of instructor~~* "B" or higher in EEX 5612, EEX 6602, EEX 6609, EEX 6515 and EEX 7618 and enrollment in Special Education or permission of the instructor or ABA Coordinator. The objective of this course is to enhance understanding of ethical and legal issues behavior analysts face when working in the field. This course also aims to build capacity for correctly implementing behavior analytic procedures and equipping students with the skills and knowledge needed to become ethically and professionally skilled behavior analysts

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Advanced Applied Behavior Analysis (EEX 7618) 3 credits *Prerequisite: EEX 5612, EEX 6615, and either EEX 6609 or EEX 6602 all with grades of "B" or higher; enrollment in Exceptional Student Education or a closely related major or permission of instructor* Course is an advanced study of applied behavior analysis that enlarges and expands on behavior analytic procedures. It emphasizes single-subject research and examines the theory and application of a variety of models of behavior analysis applied to education.	**Advanced Applied Behavior Analysis (EEX 7618) 3 credits** *Prerequisites: ~~EEX 5612, EEX 6615, and either EEX 6609 or EEX 6602 all with grades of "B" or higher; enrollment in Exceptional Student Education or a closely related major or permission of instructor~~* "B" or higher in EEX 5612, EEX 6515, and either EEX 6609 or EEX 6602 and enrollment in Special Education or permission of the instructor or ABA Coordinator. Course is an advanced study of applied behavior analysis that enlarges and expands on behavior analytic procedures. It emphasizes single-subject research and examines the theory and application of a variety of models of behavior analysis applied to education.