Florida Atlantic University
Academic Program Review
Self-Study Report

Program:	Exceptional Student Education (13.1001)
	    B.A. and B.A.E. in ESE
	    M. Ed. In ESE
	    Ed.D. in ESE
	    Ph.D. in SPE
	    BECE in Early Care & Education (shared degree with (C&I)) (13.0101)

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A. Mission and Purpose of the Program

The mission of the Department of Special Education is to provide leadership in our local, state, national and international communities in the areas of teaching, research, and service. [1] Faculty and Department efforts promote research-based practices that reflect changing societal needs of people with disabilities, their families, and the professionals and organizations who work with them. This is accomplished by bringing faculty, students, and members of our various communities together to improve the quality of education for all members of an increasingly diverse, technological, inclusive, and global society.

The Department of Special Education's mission and degree programs align with FAU's Strategic Plan for the Race to Excellence. The ESE *degree programs* connect to the Pillars that "define institutional programs focused on creating knowledge that benefits society." ESE programs most closely align with the Pillar of **Healthy Aging** by preparing educators who prepare students and adults across the aging and developmental lifespan. ESE *scholarship and grant activities* are aligned to the Platforms of **Community Engagement; Diversity; Leadership,** and **Innovation and Entrepreneurship**. Additionally, the Department and faculty embrace the Strategic Plan Goals of *synergy, place, quality, and strategy*. The FAU Strategic Plan for the Race to Excellence is found at: https://www.fau.edu/provost/documents/approved.plan2018.pdf

B. Previous External Reviews

The Bachelor's degree in ESE is approved by the Florida Department of Education (FDOE) as an initial teacher certification program.[2] As such, it is reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports. The program is also reviewed by Florida Department of Education through a peer reviewed on-site visit on a multi-year basis. In April 2022, the FDOE had a virtual on-site visit and the Bachelor's degree in ESE was re-approved. The next external review by the Florida Department of Education is tentatively scheduled for 2028.

The Bachelor's degree in ESE (B.A. and B.A.E.), the Bachelor's degree in Early Care and Education (BECE), the Master's degree in ESE (M.Ed.), and the Doctoral degree in ESE (Ed.D.) were all reviewed most recently in the Spring 2015 review by the Council for the Accreditation of Educator Preparation (CAEP). We are awaiting the CAEP reaccreditation letter, which is due to the College in Fall 2022. Other reviews of all of the programs in the Department of Special Education have occurred through the University's Southern Association of Colleges and Schools (SACS) review, most recently conducted in 2013.

The Bachelor's degree in ESE (B.A. and B.A.E.), the Bachelor's degree in Early Care and Education (BECE), the Master's degree in ESE (M.Ed.), and the Doctoral degree in ESE (Ed.D.) were all reviewed most recently in the Spring 2015 review by the Council for the Accreditation of Educator Preparation (CAEP). The graduate course sequence in Applied Behavior Analysis (ABA) has been reviewed annually since 2010 and continues to meet

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[1]The name of the Department was officially changed in January 2022 and will henceforth be referred to as the Department of Special Education.
[2] To align with Florida State Certification language, the Bachelor's and Master's degrees are named Bachelor's in Exceptional Student Education and Master's in Exceptional Student Education respectively.

coursework requirement changes set forth by the Behavior Analyst Certification Board (BACB) and the Association for Behavior Analysis International (ABAI). The most recent course sequence verification was completed in September 2022. Other reviews of all of the programs in the Department of Special Education have occurred through the University's Southern Association of Colleges and Schools (SACS) review, most recently conducted in 2013.

The Department of Special Education's Academic Program was last evaluated in February 2016 under the direction of the previous Dean of the College of Education, Dr. Valerie Bristor. Drs. Susan Fowler (University of Illinois-Urbana Champagne) and Wanda J. Blanchett (Rutgers University) served as external reviewers, and Dr. Lynn Appleton (Sociology) served as the internal reviewer.

C. Instruction

Establishment of Student Learning Outcomes (SLOs)

Student Learning Outcomes Assessments (SLOAs), with assessments and program improvement plans are presented for the Bachelor's degree in ESE, the BECE that the Department shares with the Curriculum, Culture, and Educational Inquiry (CCEI) Department, now known as the Department of Curriculum and Instruction (C&I), the Master's degree in ESE, and the doctoral degree in ESE. Each degree program has student outcomes identified in areas of Content Knowledge, Communication, and Critical Thinking. The outcomes for each degree are found in Appendix A.

Assessment of SLOs and Program Improvement

The Department participates in the College assessment system by tracking student performance on specific competencies through the submission and assessment of critical assignments (CAs) using LiveText by Watermark.[3] Most courses in the undergraduate ESE degree have required CAs tracked in this manner. In the BECE degree and ESE Master's degree, specific courses have been designated with CAs to be tracked using this system. Student Learning Outcomes are referenced to the CAs and to specific course assignments, and are scored by faculty using common rubrics. Resulting data are available for program reports and accreditation reviews.

Baccalaureate Programs

i. State-approved prerequisites

The Department of Special Education offers one course (i.e., EEX 2091 Disability and Society in the University's Intellectual Foundations Program (IFP). The IFP is the foundations for undergraduate education at Florida Atlantic University (FAU), in that it provides a foundation of knowledge that all well-educated students should possess. The Department's contribution is in the area of Foundations of Society & Human Behavior. To be considered a part of the IFP and this area, the University's Core Curriculum Committee, the University Undergraduate Programs

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[3] LiveText by Watermark is the College-wide assessment and electronic portfolio tool.

Committee (UUPC), and the Faculty Senate reviewed and recommended this course as compliant with FL SUS requirements per regulation 6.017.

ii. Limited access

The DSE does not offer a limited access undergraduate program.

iii. Admissions criteria

Students seeking admission to the undergraduate program in Exceptional Student Education must:

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

Students seeking admission to the Bachelor's in Early Care and Education (BECE) must

- Meet the University's general upper-division admission requirements. This could include the A.S. degree in Early Childhood Education determined by articulation agreements with community or state colleges. All students seeking admission to the BECE must meet the University's admission requirements;
- Have a minimum GPA of 2.5 on a 4.0 scale on lower-division undergraduate coursework;

BECE students undergo a multistep advising process (See Appendix C) in order to be officially programmed for the degree. Initially, they meet with a College of Education, Office of Academic Student Services (COE-OASS) dedicated BECE advisor to complete initial planning for degree completion (i.e., BECE Program Plan). The BECE faculty advisor approves this plan or recommends specific changes. The student is then referred to the BECE faculty advisor for further advising, BECE program plan changes, or career planning.

iv. Enrollment information (DDI B4, C1, C2)

The first table in this section (B 4 a ESE) shows the headcount for all majors. Germane to the undergraduate majors, please note that this incorporates both ESE and BECE majors. Since the creation of the BECE degree, the ESE and (C&I) Departments have not been successful in obtaining a consistent "clean count" of BECE majors either within each department, or across the two departments.

B 4 a Majors Enrolled By Level (Annual Headcount)
Exceptional Student Education (Program CIP: 131001)

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	81	65	63	1,270	28,782
Masters/Specialist	45	36	31	812	4,922
Doctoral	20	16	15	240	1,132
Unclassified				34	2,706
Total	146	117	109	2,356	37,798

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

The second table in this section (B 4 a BECE) shows the headcount for majors in the BECE which the DSE shares with the (C&I) Department. Because this table shows students in graduate programs (i.e., not the BECE) these data must be considered with caution.

B 4 a Majors Enrolled By Level (Annual Headcount)
Early Care and Education (Program CIP: 130101)

	Early Care and Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	236	216	196	1,270	28,782
Masters/Specialist				812	4,922
Doctoral				240	1,132
Unclassified				34	2,706
Total	236	216	196	2,356	37,798

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

The third table in this section summarizes fundable FTE across a 3-year span. The first (top) row clusters undergraduate courses.

C 1 Annualized State-Fundable FTE Produced By Level
Exceptional Student Education

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate Total	140.7	126.5	113.0	850.4	22,443.1
Graduate Total	43.8	43.3	31.0	648.7	2,588.2
Grad I	34.5	35.5	26.5	503.0	1,988.3
Grad II	9.3	7.8	4.5	145.8	599.9
Classroom	40.2	41.9	30.6	625.7	2,423.2
Thesis-Dissertation	3.6	1.5	0.4	23.0	165.0
Grand Total	184.5	169.8	144.1	1,499.1	25,031.3

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Finally, the fourth table in this section represents the annualized state-fundable
fundable FTE produced in/out of department or college for ESE.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Exceptional Student Education

		Courses offered by:			College Total	University Total
		Exceptional Student Education				
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	**FTE produced by students who are:**					
Lower Division Undergraduate	**Majors within the department**	20.7	21.4	18.1	41.0	1,054.5
	Majors outside the department, but within the college	2.7	1.9	1.1	25.7	3,164.0
	Majors outside the college	7.0	6.6	8.4	81.2	5,854.8
	Total	**30.4**	**29.9**	**27.6**	**147.8**	**10,073.3**
Upper Division Undergraduate	**FTE produced by students who are:**					
	Majors within the department	67.9	63.8	49.3	341.7	7,376.6
	Majors outside the department, but within the college	35.7	27.8	32.1	186.7	3,266.1
	Majors outside the college	6.7	4.9	4.1	174.2	1,727.1
	Total	**110.3**	**96.6**	**85.5**	**702.6**	**12,369.8**
Graduate	**FTE produced by students who are:**					
	Majors within the department	27.7	28.0	20.9	542.5	2,183.3
	Majors outside the department, but within the college	5.4	6.1	4.6	65.5	256.0
	Majors outside the college	10.8	9.2	5.5	40.7	148.9
	Total	**43.8**	**43.3**	**31.0**	**648.7**	**2,588.3**
Total	**FTE produced by students who are:**					
	Majors within the department	116.2	113.3	88.3	925.2	10,614.4
	Majors outside the department, but within the college	43.8	35.9	37.8	277.9	6,686.1
	Majors outside the college	24.4	20.7	18.0	296.0	7,730.8
	Total	**184.5**	**169.8**	**144.1**	**1,499.1**	**25,031.4**

Source: Student Data Course File
Based On State-Fundable Credit Hours

v. Average class size and faculty/student ratio (DDI B3)

The table in this section shows that for undergraduate ESE classes, the majority of sections are taught by SE faculty (not adjuncts), far exceeding the College norm. This table also shows that enrollment per section varies greatly year-by-year, and is slightly below the College norm for the one comparison year that data were available. (NOTE: "Other course types" in this table includes faculty supervision of Student Teaching, an artifact that reduces per-section enrollment dramatically.)

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Exceptional Student Education

Course Level	Type			Exceptional Student Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	Lecture/Seminar	Sections Offered	#	99	103	74	355	4,855
			# Enrolled	1,532	1,394	1,287	9,342	222,128
			Avg Section Enrollment	15.5	13.5	17.4	26.3	45.8
		Sections Faculty-Taught	#	62	67	58	215	3,719
			%	62.6	65.0	78.4	60.6	76.6
	Lab	Sections Offered	#					876
			# Enrolled					17,696
			Avg Section Enrollment					20.2
		Sections Faculty-Taught	#					494
			%					56.4
	Discussion	Sections Offered	#					275
			# Enrolled					8,371
			Avg Section Enrollment					30.4
		Sections Faculty-Taught	#					208
			%					75.6
	Other Course Types	Sections Offered	#	6	8	5	32	1,185
			# Enrolled	50	84	40	223	7,580
			Avg Section Enrollment	8.3	10.5	8.0	7.0	6.4
		Sections Faculty-Taught	#	3	5	4	19	885
			%	50.0	62.5	80.0	59.4	74.7
Graduate	Lecture/Seminar	Sections Offered	#	35	33	28	323	1,864
			# Enrolled	317	315	229	4,485	26,279
			Avg Section Enrollment	9.1	9.5	8.2	13.9	14.1
		Sections Faculty-Taught	#	29	29	25	250	1,510
			%	82.9	87.9	89.3	77.4	81.0
	Lab	Sections Offered	#					74
			# Enrolled					541
			Avg Section Enrollment					7.3
		Sections Faculty-Taught	#					35
			%					47.3
	Other Course Types	Sections Offered	#	26	25	25	276	1,888
			# Enrolled	49	53	51	926	6,497
			Avg Section Enrollment	1.9	2.1	2.0	3.4	3.4
		Sections Faculty-Taught	#	26	25	25	271	1,825
			%	100.0	100.0	100.0	98.2	96.7

Source: Instruction and Research File and Student Data Course File

vi. Curriculum

The DSE faculty recently reviewed six universities as potential "aspirational" programs based on elements of their academic curricula. The Department identified several universities with strengths germane to our graduate program, and that information is

found in that section of this report. Regarding strengths that could influence elements of our undergraduate programs, we identified the focus on K-12 academic methods offered by the University of North Carolina – Greensboro, and Penn State University's strength in transition and post-secondary programming. The University of Kansas was identified for its strength in learning strategies. Other programs with various curricular strengths included Boston College, Boise State, Northern Illinois, and Virginia Commonwealth.

Four curriculum strengths were identified that make FAU ESE undergraduate programs strong including (a) the availability of faculty and doctoral students for academic and career advising, (b) faculty engagement in making program modifications to meet students career needs, (c) the "readiness" of our undergraduate students to teach successfully in area schools upon graduating from the Bachelor's degree programs, and (d) the joint nature of the early childhood Bachelor's degree curriculum (BECE) that we share with the (C&I) Department.

A fifth initiative brings the Department closer in alignment with the University's research commitment for undergraduates. In Spring 2015 the Department voted to create a "research pool' system to enable undergraduate students to participate in research activities as an alternate course assignment in particular courses. This system was piloted in Spring 2016, continued with assignments attached to two courses taught by three DSE faculty: EEX 4070 and EEX 2091. To date, over six hundred students have participated in the research pool, which has been incorporated as a high impact activity within the DSE's undergraduate program.

Students can complete the ESE Bachelor's degree in 120 credits hours; 120 credits are also required for students in the BECE degree program.

vii. Internships, practicum, study abroad, field experiences

Students in the ESE Bachelor's degree program participate in two practicum experiences and one culminating internship (i.e., Student Teaching). During both practicum semesters, students enroll in courses directly linked to the tasks required in the field work. Practicum requirements include 90 student contact hours distributed over 10 weeks. Student Teaching internship requires 600 student contact hours distributed over 16 weeks. Across these three field experiences ESE undergraduates gain instructional experiences with students with (a) mild disabilities, (b) moderate to severe disabilities, who are in (c) elementary settings, and (d) middle to secondary and adult settings. In addition to the practica and internships, students participate in less robust field experiences while taking other content courses. These field placements typically require 15-20 hours of field experience in classrooms with ESE students in courses including: EEX 4050, EEX 4101, TSL 4081, and RED 4552. This culminates in experiential learning through school and community placements from the first semester entering the program to the end of the program.

viii. Pedagogy/pedagogical innovations

Prior to March 2020, the DSE offered its Bachelor's in ESE across three campuses, following published proscribed rotations, in a variety of formats. In the ESE Bachelor's degree program, fall and summer courses are offered on at least two campuses to accommodate students across our large geographic region. We offered EEX 4221 in a video broadcast format. This course was taught from Jupiter campus and broadcast live to Boca and/or the Davie campuses, with doctoral student instructors located at these campuses as co-instructors. This allows the course to be taught live at three, instead of two, campuses. This delivery method was extended to a second course with EEX

4050. We offered one class in the program completely on-line every semester (EEX 4763). Courses were available in morning afternoon, and evening time blocks, as well as on Saturdays.

Upon the COVID -19 shutdown, all our undergraduate courses transitioned to fully on-line and faculty completed their Spring 2020 semester courses online. From that point onward, our course sections were collapsed, or if enrollment was high enough, there were two or more sections. Faculty continued to teach online and our undergraduate students continued to access the courses synchronous or asynchronously. Many faculty record their lectures to provide students with full access to content through replays. More recently, the faculty have begun to transition to a hybrid model, with some courses continuing fully online (synchronously and asynchronously), and others offered via in-person, live-lecture, or with mixed instructional models.

The Florida Department of Education (FDOE) stated that by 2020-21 school year, students who received intensive reading interventions must be provided by a teacher who is certified or endorsed in reading. In response to this legislation, the DSE added the reading endorsement to the Bachelor's in ESE program. This was not a requirement, but as a faculty we recognized this would benefit our students. Prior to the addition of the reading endorsement to the Bachelor's program, the ESE program met the requirements for the FDOE reading matrix competences 1-4 for state requirements already in their coursework. To be fully endorsed, the addition of competency 5 was added which included an assignment in which the teacher candidate implements and demonstrates knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction with students. This is now completed during the teacher candidates' second practicum, before student teaching. In addition to adding competency 5, faculty needed to review and revised all coursework to be sure that the curricula were most up to date based on the new reading requirements and to ensure competencies one through four were implemented appropriately. This plan was approved in Spring of 2022 and the first cohort is set to complete in Fall 2022.

The Bachelor's in Early Care and Education (BECE) degree also follows a prescribed course rotation (See Appendix C), and offers courses in evening, Saturday, fast-track and online/hybrid course formats. From 2015-2022, the DSE had two dedicated full -time faculty and a host of adjuncts teaching BECE courses in this and C&I department. Since 2015, as we consistently offered three sections of each core courses each semester, the need for additional faculty in this program area has been evident. More recently, due to increased course capacities and online offerings, we are able to keep up with demand by offering two sections of each core course. However, this continues to necessitate the use of a host of adjuncts and visiting instructors.

The Department conducted a series of studies in which both undergraduate and graduate students' teacher performance across their practicum and student teaching experiences were reviewed (Brady, 2019). The investigations sought to establish the impact that the teaching candidates had on K-12 student learning. These studies serve as an alternative to the Value Added Model (VAM) framework, one that is directly based on applying an evidence-based practice, planning a series of lessons with students, and evaluating the effectiveness of the practice. Four studies examining this VAM alternative via the implementation of the Critical Assignment titled The Learning Sequence. The results of the Learning Sequence assignment for student teaching are recorded each semester by candidates to include: K-12 student information, learning sequence objective, learning gains, and whether the K-12 students met their learning sequence objective. (As part of the Department's investigations on VAM, the Narrative Observation Scale (NOS), was examined (Brady, 2019). Ultimately, an effort to revise the original NOS was moved forward by the Department to standardize a revised instrument. An analysis of 100 original NOS instruments were conducted across five years (McCormick, 2018). The analysis revealed that a more streamlined approach was needed to rate the department's teacher candidates. A reorganized instrument was developed, decreasing the number

of items from 77 to final 33. A manual was copyrighted and released, based on the revised NOS in 2019. (Abstracts of the Department's "rational VAM" are included in Appendix D.

An additional innovation in the ESE Bachelor's degree program is the development of the COE's first Honors in the Major (HIM) program. The DSE HIM program is called HOOT, Honoring Outstanding Owl Teachers. High performing students in the Bachelor's in ESE degree are invited to join this honor's program. Students, while engaged in HOOT, participated in high impact practices within and beyond their proscribed coursework. This program provides supplemental professional development activities to undergraduates who wish to earn an honors designation during their program. Activities in support of the Honors in the Major include reading circles, topical lectures, video and media events, community volunteer activities, community research activities, and other activities. HOOT remains as one of two honors programs in the COE; however, currently, it is the only active honors program.

ix. Scope of institutional contributions

Contributions made by the Department of Special Education (DSE) to other University and College undergraduate programs are varied and significant. These include: contribution to the IFP, providing service and elective coursework, service to the Districts, and Faculty contribution and service to the College and University

 Contribution to the IFP. The DSE created the first undergraduate course from the COE to qualify for the University's Intellectual Foundations Program (IFP). The IFP constitutes the University's core curriculum for lower division students; as such, DSE contributes a course that promotes the development of knowledge and positive dispositions regarding people with disabilities to FAU majors in sciences, humanities, arts, and other professional schools. The course is EEX 2091: Disabilities and Society. To date, approximately 50-75 students per year select this course as an option to partially fulfil their IFP requirement. This opportunity to develop knowledge and dispositions regarding individuals with disabilities is not lost on the DSE. Highly engaged faculty and adjuncts routinely and enthusiastically teach this course and view it as a recruitment opportunity to gain interest in our major and degree programs.

 Service and Elective Courses. The DSE has been offering one service course EEX 4070: inclusive Education for General Educators in the COE to undergraduate elementary education majors. This course continues to not only be a recruitment opportunity to gain interest in our major and degree programs, it is often the only course students majoring in Elementary and Secondary Education take with content solely focused on students with disabilities. Thus, again highly engaged faculty and adjuncts routinely and enthusiastically exploit this one opportunity to shape knowledge and dispositions of those who are going to primarily become general education teachers.

Several of the DSE's undergraduate courses (e.g., courses in early childhood, general special education, and classroom management) are also taken by COE majors in other departments (e.g., Communication Science & Disorders; Teaching & Learning). These courses serve as elective options for students pursuing other majors with the College. This allows the DSE to impact not only our majors, but also those in related fields as well. At the request of the Department of Teaching & Learning in 2019, the Department of Special Education developed a second course - EEX 4616 Classroom Management for Inclusive Elementary Schools focused on classroom management for students graduating in elementary education.[4] In 2019, it was developed as a 2-credit course. After offering the course for two years, the Department of Teaching & Learning requested additional

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[4] In 2021, The Departments of Curriculum Culture, and Educational Inquiry (CCEI) and Teaching and Learning (T&L) were joined to form the Department of Curriculum and Instruction (C&I).

content, necessitating an increase to 3 credits. The 3-credit version of EEX 4616 has been offered since Fall 2021.

Service to the Districts and community organizations. The Department has designed coursework specifically for teachers in our partner school districts. Since classroom management is one of the most challenging areas for both new and experienced teachers, the DSE offers a classroom management course (EDG 4419: Building Classroom Management and Discipline) to increase skill development in this area. Initially designed to fulfill a grant requirement for teachers seeking alternative certification, this course remains widely popular to pre-service and in-service teachers, as well as for numerous cohorts in district-sponsored alternative certification programs.

We also offer a graduate version of this course (EDG 6498: Managing Inclusive Classrooms: Effective Discipline, Curriculum, and Behavior). This course in addition to increasing knowledge, skills and disposition for pre and in-service teachers, it also serves to fulfill elective requirements for students pursuing graduate degrees in the College. A surprising constituent of both the undergraduate and graduate courses are students working in community settings such as aftercare, summer camps and other community settings working with children.

Faculty contribution and service to the College and University. In addition to coursework, several faculty play important roles in undergraduate education at FAU. Dr. Brady served as the COE representative to the University Core Curriculum Committee and the Intellectual Foundations Program until December 2021; Dr. Darling serves as the COE BECE Program Improvement Committee and as the College's liaison for Undergraduate Research; Dr. Forgan serves as a member of the LD substitution committee for FAU's Office of Students with Disabilities; Drs. Miller and Finnegan served as co-faculty advisors for the Student Council for Exceptional Children until March 2020; Dr. Miller serves as the COE Undergraduate Programs and Curriculum Committee; Drs. Darling, Dukes and Finnegan serve as faculty Advisor for the HOOT, honors in the major program; Drs. Forgan, Miller, and Finnegan serve on the Reading Endorsement Committee. This is just a brief listing of the contributions our faculty have and continue to make to our College and University, and State initiatives around quality teacher preparation.

x. Student profile (DDI B4)

The first table presented previously in the section on Enrollment displayed undergraduate enrollments. The table below summarizes the ethnic diversity of majors in the undergraduate ESE program, followed by majors in the BECE.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Exceptional Student Education (Program CIP: 131001)

			Exceptional Student Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		Total					2
	Asian or Pacific Islander	Female					26
		Male					30
		Total					56
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		Total					17
	Hispanic	Female					23
		Male					16
		Total					39
	White (Not of Hispanic Origin)	Female					74
		Male					56
		Total					130
	Not Reported	Female					6
		Male					6
		Total					12
	Total	Female					142
		Male					114
		Total					256
Undergraduate	American Indian/Alaskan Native	Female	1	0		3	89
		Male					73
		Total	1	0		3	162
	Asian or Pacific Islander	Female	2	2	3	32	902
		Male				6	659
		Total	2	2	3	38	1,561
	Black (Not of Hispanic Origin)	Female	10	13	8	249	4,169
		Male				25	2,395
		Total	10	13	8	274	6,564
	Hispanic	Female	20	15	16	294	4,911
		Male	2	2	1	32	3,321
		Total	22	17	17	326	8,232
	White (Not of Hispanic Origin)	Female	42	28	29	525	6,136
		Male	3	4	5	78	4,921
		Total	45	32	34	603	11,057
	Non-Resident Alien	Female	1	1	1	18	492
		Male				1	487
		Total	1	1	1	19	979
	Not Reported	Female				6	131
		Male				1	96
		Total				7	227
	Total	Female	76	59	57	1,127	16,830
		Male	5	6	6	143	11,952
		Total	81	65	63	1,270	28,782

Level	Race/Ethnicity	Gender					
Graduate	American Indian/Alaskan Native	Female	2	1		2	14
		Male					10
		Total	2	1		2	24
	Asian or Pacific Islander	Female	2	2	2	25	185
		Male				2	132
		Total	2	2	2	27	317
	Black (Not of Hispanic Origin)	Female	8	5	6	213	843
		Male				51	312
		Total	8	5	6	264	1,155
	Hispanic	Female	10	9	7	166	816
		Male	2	1	1	40	493
		Total	12	10	8	206	1,309
	White (Not of Hispanic Origin)	Female	36	32	28	424	1,528
		Male	5	2	2	103	1,111
		Total	41	34	30	527	2,639
	Non-Resident Alien	Female				17	313
		Male				9	296
		Total				26	609
	Not Reported	Female					1
		Total					1
	Total	Female	58	49	43	847	3,700
		Male	7	3	3	205	2,354
		Total	65	52	46	1,052	6,054
Unclassified	American Indian/Alaskan Native	Female					4
		Male					5
		Total					9
	Asian or Pacific Islander	Female					174
		Male					107
		Total					281
	Black (Not of Hispanic Origin)	Female				3	299
		Male				2	124
		Not Reported					1
		Total				5	424
	Hispanic	Female				2	390
		Male				2	238
		Total				4	628
	White (Not of Hispanic Origin)	Female				13	680
		Male				12	515
		Total				25	1,195
	Non-Resident Alien	Female					58
		Male					54
		Total					112
	Not Reported	Female					34
		Male					18
		Not Reported					5
		Total					57
	Total	Female				18	1,639
		Male				16	1,061
		Not Reported					6
		Total				34	2,706

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Early Care and Education (Program CIP: 130101)

			Early Care and Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	American Indian/Alaskan Native	Female	1	1	1	3	89
		Male					73
		Total	1	1	1	3	162
	Asian or Pacific Islander	Female	11	8	6	32	902
		Male				6	659
		Total	11	8	6	38	1,561
	Black (Not of Hispanic Origin)	Female	91	81	79	249	4,169
		Male			0	25	2,395
		Total	91	81	79	274	6,564
	Hispanic	Female	52	49	40	294	4,911
		Male	5	3	2	32	3,321
		Total	57	52	42	326	8,232
	White (Not of Hispanic Origin)	Female	72	69	61	525	6,136
		Male			1	78	4,921
		Total	72	69	62	603	11,057
	Non-Resident Alien	Female	3	3	5	18	492
		Male				1	487
		Total	3	3	5	19	979
	Not Reported	Female	1	2	1	6	131
		Male				1	96
		Total	1	2	1	7	227
	Total	Female	231	213	193	1,127	16,830
		Male	5	3	3	143	11,952
		Total	236	216	196	1,270	28,782

A more cogent summary of diversity in the Department, with comparisons to other departments in the College is drawn from the COE 2019-20 Diversity Data Report. Although the full report is found here (https://www.fau.edu/education/aboutcoe/oaaa/documents/spring2021-diversitydatareport.pdf), the following table summarizes the ethnic diversity in the DSE relative to the College as a whole.

Finally, we recognize that many other factors are useful when describing our student profiles. The next table summarizes many of the student characteristics in our undergraduate majors since 2016.

Table 2: FAU Ethnicity Student Enrollment Trend Data, Fall 2016 - Fall 2020

Year	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% Non-Res Alien
2016-2017	4.5	19.4	24.9	0.2	0.1	3.6	43.2	0.6	3.5
2017-2018	4.5	19.3	25.4	0.2	0.1	3.6	42.5	0.7	3.7
2018-2019	4.4	19.6	25.8	0.1	0.1	3.5	41.6	0.7	3.8
2019-2020	4.5	19.8	26.5	0.1	0.1	3.8	40.3	0.7	4.0
2020-2021	4.2	20.1	27.4	0.1	0.1	3.8	39.8	0.8	3.7

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: https://tinyurl.com/yxfeseeg
Note: Totals might not equal 100 due to rounding. New categories are included beginning with data reported after 2010.

Entering Year-Freshman Data

Term	Headcount	Avg. HS GPA	# ACT	Avg. ACT	# SAT	Avg. SAT
Fall 2021	2,437	3.92	767	24	2115	1160
Fall 2020	2,595	3.82	887	24	2321	1160
Fall 2019	2,283	3.83	885	24	2064	1180
Fall 2018	2,022	4.11	902	24	1743	1190
Fall 2017	1,960	4.10	697	24	1213	1170

xi. Advising procedures

Students in Bachelor's degree programs in the DSE initially worked with University advisors and COE advisors from the COE Office of Academic and Student Services (OASS) to meet lower division requirements, and qualify for admission into the ESE major. Once admitted into either the ESE or BECE program, students are assigned a Department faculty advisor who assists the student to create a plan of study. The ESE and BECE plans of study identify course requirements, semester rotations, field experience requirements, and an implementation timeline. The plan of study is reviewed by the advisor, Department Chair, and then filed with OASS. These programs of study are monitored and audited prior to graduation to ensure students are making progress and complete all degree requirements prior to graduation. Graduation checks are the final advising component, and are conducted by the Office for Academic and Student Services in the College.

xii. Licensure rates

Because the DSE requires students to pass the FDOE Teacher Certification Exams prior to graduating with a Bachelor's degree, our graduates have a 100% pass rate on the state's teacher licensure tests. There is no equivalent certification or licensure exam for BECE graduates.

xiii. Placement rates/employment profile

FDOE reports a teacher preparation program's placement rate as the percentage of program completers who are employed in a full-time or part-time instructional position in a Florida public school during the first or second academic year after program completion. FDOE uses a 4-level rubric to report placement rates. The data below show the results reported to FAU for our program completers in 2016-17 who were employed during 2019-2020.

Level 4	Level 3	Level 2	Level 1
Placement rate is at or above the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.	Placement rate is below the 5th percentile of all equivalent programs across the state.

Number of Program Completers Placed	Percent of 2016-2017 program completers employed in an instructional position in 2018-2019 or 2019-2020	Statewide Average Placement Rate among equivalent programs
9	90.00%	78.31%
Performance Level = 4		

xiv. Retention rates

FDOE also uses a 4-level rubric to report retention rates. Retention is defined as the average number of years that program completers were employed in a full-time or part-time instructional position in a Florida public school across a 5-year period following *initial* employment in either of the two academic years after program completion. The following data below show the results reported to FAU for our 2014-15 program completers who were initially employed in either 2015-2016 or 2016-2017, and remained employed for the subsequent five years.

Level 4	Level 3	Level 2	Level 1
The average number of years employed in the 5-year period following initial placement is 4.5 years or more.	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in the 5-year period following initial placement is less than 2 years.

Number of Program Completers Retained	Average number of years 2014-2015 program completers were employed in either 2015-2016 or 2016-2017 and employed within the 5-year period following initial placement
22	4.63636
Performance Level = 4	

xv. Graduation rates

The most obvious message from the table that follows is the year-to-year variability in graduation rates. It also shows the tremendous hit taken by the program following the FDOE's decision to certify teachers without any formal preparation for teaching. The impact on university-based teacher preparation programs (including FAU) was immediate and dramatic. The BECE graduation rates also decreased that reflects the decrease in enrollments in the College.

C 3 Degrees Awarded
Exceptional Student Education (Program CIP: 131001)

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
	Degrees awarded with a:					
Associates	Single major					321.0
	All					321.0
Bachelors	Degrees awarded with a:					
	Single major	11.0	20.0	8.0	265.0	5,840.0
	Double or triple major					75.0
	All	11.0	20.0	8.0	265.0	5,915.0
Masters	Degrees awarded with a:					
	Single major	10.0	8.0	18.0	223.0	1,591.0
	All	10.0	8.0	18.0	223.0	1,591.0
Specialist	Degrees awarded with a:					
	Single major				25.0	25.0
	All				25.0	25.0
Doctorate	Degrees awarded with a:					
	Single major	5.0	2.0		24.0	142.0
	All	5.0	2.0		24.0	142.0
First Professional	Degrees awarded with a:					
	Single major					56.0
	All					56.0
Total	Degrees awarded with a:					
	Single major	26.0	30.0	26.0	537.0	7,975.0
	Double or triple major					75.0
	All	26.0	30.0	26.0	537.0	8,050.0

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major,
and a triple major contributes 1/3 degree in each major to the degree totals.

C 3 Degrees Awarded
Early Care and Education (Program CIP: 130101)

		Early Care and Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Associates	Degrees awarded with a:					
	Single major					321.0
	All					321.0
Bachelors	Degrees awarded with a:					
	Single major	80.0	65.0	61.0	265.0	5,840.0
	Double or triple major					75.0
	All	80.0	65.0	61.0	265.0	5,915.0
Masters	Degrees awarded with a:					
	Single major				223.0	1,591.0
	All				223.0	1,591.0
Specialist	Degrees awarded with a:					
	Single major				25.0	25.0
	All				25.0	25.0
Doctorate	Degrees awarded with a:					
	Single major				24.0	142.0
	All				24.0	142.0
First Professional	Degrees awarded with a:					
	Single major					56.0
	All					56.0
Total	Degrees awarded with a:					
	Single major	80.0	65.0	61.0	537.0	7,975.0
	Double or triple major					75.0
	All	80.0	65.0	61.0	537.0	8,050.0

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major,
and a triple major contributes 1/3 degree in each major to the degree totals.

xvi. Student recruitment

Faculty from the Department of Special Education (DSE)attend 6-8 recruiting events annually to recruit potential students into the two Department Bachelor's degrees. The Department had a series of recruitment flyers, which have recently been updated as 'program profiles'– all with a common format and theme. These are for both the DSE's undergraduate and graduate programs, and these are distributed at state and local events. Additionally, there is a recruitment video posted to our department website (see https://www.fau.edu/education/academicdepartments/ese/)

i. Limited access

The Department of Special Education offers graduate degrees at the Master's and Doctoral levels. For Master's degree applicants, either the GRE or the Miller Analogies Test (MAT) results were required (until 2022, when this requirement was removed) are reviewed, along with previous undergraduate transcripts. A written personal statement has also been required since 2022. For applicants to the PhD degree program, GRE scores and applicants' previous graduate transcripts are considered, along with a writing sample, a goals statement, letters of recommendation, resume, and an interview.

ii. Admissions criteria

Admission requirements for the ESE Master's degree prior to 2022 Fall include:

1. The student must meet College and University requirements.

2. An undergraduate Grade Point Average (GPA) of at least 2.5.

3. Minimum Graduate Record Exam (GRE) scores of 148 (verbal), 144 (quantitative), 3 (analytical writing). For applicants using the MAT, a score in the 50th percentile may be used in lieu of the GRE.

Admission requirements for the ESE Master's degree effective Fall 2022 include:[5]

The student must meet College and University requirements;

An undergraduate Grade Point Average (GPA) of at least 3.0 or one letter of recommendation from an employer in an education-related field or current/former university instructor; and Personal statement not exceeding three double-spaced pages, indicating applicant's reasons for pursuing a Master's degree and career goals.

Admission Requirements for the ESE Ed.D prior to 2020 Fall include:

1. The student must have a Master's degree from an approved college or university.

2. The student must have a grade point average and Graduate Record Examination scores as follows:

An average of 3.5 or higher in all graduate work taken;

Minimum GRE scores of 148 (verbal), 144 (quantitative) and 3 (analytical writing).

3. The student must have completed at least three years of full-time experience working with individuals with disabilities.

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[5] To respond to market trends, admission criteria for the Master's in ESE were changed in Fall 2022.

4. Each applicant for admission to the Doctor of Education (Ed.D.) degree in Exceptional Student Education must be approved for admission by the Department. This recommendation will in part be based upon an interview and a writing sample.

Admission Requirements for the Ph.D. in Special Education doctoral degree effective Fall 2020 include:[6]

1. The student must have a Master's degree from an approved college or university;

2. An average of 3.5 or higher in all graduate work taken;

3. The student must have Graduate Record Examination minimum scores of 148 (verbal), 144 (quantitative) and 3 (analytical writing).

4. The student must have completed at least three years of full-time experience working with individuals with disabilities.

5. Each applicant for admission to the PhD in Special Education must be approved for admission by the Department. This recommendation will in part be based on the applicant meeting admission criteria, performance during the Department interview, and their writing sample.

iii. Enrollment information (DDI B4, C1, C2)

The following tables were reported in the undergraduate section, but are provided again here to indicate the trend in graduate enrollments. This is particularly germane to our Master's degree enrollments.

B 4 a Majors Enrolled By Level (Annual Headcount)
Exceptional Student Education (Program CIP: 131001)

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	81	65	63	1,270	28,782
Masters/Specialist	45	36	31	812	4,922
Doctoral	20	16	15	240	1,132
Unclassified				34	2,706
Total	146	117	109	2,356	37,798

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

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[6] Previously known as the EdD in Exceptional Student Education; The Doctor of Philosophy (Ph.D.) program was developed in 2019 and it was approved by the FDOE in Spring 2020 and students enrolled in the program in Fall 2020.

B 4 a Majors Enrolled By Level (Annual Headcount)
Early Care and Education (Program CIP: 130101)

	Early Care and Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional					256
Bachelors	236	216	196	1,270	28,782
Masters/Specialist				812	4,922
Doctoral				240	1,132
Unclassified				34	2,706
Total	**236**	**216**	**196**	**2,356**	**37,798**

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring.
Students enrolled in more than one term during the year are included in the level of their latest term.

C 1 Annualized State-Fundable FTE Produced By Level
Exceptional Student Education

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate Total	140.7	126.5	113.0	850.4	22,443.1
Graduate Total	43.8	43.3	31.0	648.7	2,588.2
Grad I	34.5	35.5	26.5	503.0	1,988.3
Grad II	9.3	7.8	4.5	145.8	599.9
Classroom	40.2	41.9	30.6	625.7	2,423.2
Thesis-Dissertation	3.6	1.5	0.4	23.0	165.0
Grand Total	**184.5**	**169.8**	**144.1**	**1,499.1**	**25,031.3**

Source: Student Data Course File
Based On State-Fundable Credit Hours
Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

Three trends are evident from the data in C1 and C2. First, the annual increases in graduate FTE from majors within the department shows that enrollments leveled of for 2018 to 2020 and slightly declined in 2021 probably due to COVID-19. Second, the modest enrollment in FTE from outside the college can be attributed to the Department's decision to offer additional courses and programs to non-degree students. And third,

although the FTE data remain variable, the overall trend shows that our graduate classes and programs continue to reflect the national trend.

Productivity Data

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College
Exceptional Student Education

		Courses offered by:				
		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Course Level	FTE produced by students who are:					
Lower Division Undergraduate	Majors within the department	20.7	21.4	18.1	41.0	1,054.5
	Majors outside the department, but within the college	2.7	1.9	1.1	25.7	3,164.0
	Majors outside the college	7.0	6.6	8.4	81.2	5,854.8
	Total	30.4	29.9	27.6	147.8	10,073.3
Upper Division Undergraduate	FTE produced by students who are:					
	Majors within the department	67.9	63.8	49.3	341.7	7,376.6
	Majors outside the department, but within the college	35.7	27.8	32.1	186.7	3,266.1
	Majors outside the college	6.7	4.9	4.1	174.2	1,727.1
	Total	110.3	96.6	85.5	702.6	12,369.8
Graduate	FTE produced by students who are:					
	Majors within the department	27.7	28.0	20.9	542.5	2,183.3
	Majors outside the department, but within the college	5.4	6.1	4.6	65.5	256.0
	Majors outside the college	10.8	9.2	5.5	40.7	148.9
	Total	43.8	43.3	31.0	648.7	2,588.3
Total	FTE produced by students who are:					
	Majors within the department	116.2	113.3	88.3	925.2	10,614.4
	Majors outside the department, but within the college	43.8	35.9	37.8	277.9	6,686.1
	Majors outside the college	24.4	20.7	18.0	296.0	7,730.8
	Total	184.5	169.8	144.1	1,499.1	25,031.4

Source: Student Data Course File
Based On State-Fundable Credit Hours

iv. Average class size and faculty/student ratio (DDI B3)

For graduate classes, the following table shows that SE faculty teach the majority of ESE graduate classes, approximating the College average (although the Department average slightly varies by year). Enrollments (class sizes) are also slightly below the College norm.

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Exceptional Student Education

Course Level	Type			Exceptional Student Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	Lecture/Seminar	Sections Offered	#	99	103	74	355	4,855
			# Enrolled	1,532	1,394	1,287	9,342	222,128
			Avg Section Enrollment	15.5	13.5	17.4	26.3	45.8
		Sections Faculty-Taught	#	62	67	58	215	3,719
			%	62.6	65.0	78.4	60.6	76.6
	Lab	Sections Offered	#					876
			# Enrolled					17,696
			Avg Section Enrollment					20.2
		Sections Faculty-Taught	#					494
			%					56.4
	Discussion	Sections Offered	#					275
			# Enrolled					8,371
			Avg Section Enrollment					30.4
		Sections Faculty-Taught	#					208
			%					75.6
	Other Course Types	Sections Offered	#	6	8	5	32	1,185
			# Enrolled	50	84	40	223	7,580
			Avg Section Enrollment	8.3	10.5	8.0	7.0	6.4
		Sections Faculty-Taught	#	3	5	4	19	885
			%	50.0	62.5	80.0	59.4	74.7
Graduate	Lecture/Seminar	Sections Offered	#	35	33	28	323	1,864
			# Enrolled	317	315	229	4,485	26,279
			Avg Section Enrollment	9.1	9.5	8.2	13.9	14.1
		Sections Faculty-Taught	#	29	29	25	250	1,510
			%	82.9	87.9	89.3	77.4	81.0
	Lab	Sections Offered	#					74
			# Enrolled					541
			Avg Section Enrollment					7.3
		Sections Faculty-Taught	#					35
			%					47.3
	Other Course Types	Sections Offered	#	26	25	25	276	1,888
			# Enrolled	49	53	51	926	6,497
			Avg Section Enrollment	1.9	2.1	2.0	3.4	3.4
		Sections Faculty-Taught	#	26	25	25	271	1,825
			%	100.0	100.0	100.0	98.2	96.7

Source: Instruction and Research File and Student Data Course File

v. Curriculum

The DSE faculty recently reviewed nine universities as potential "aspirational" graduate programs based on elements of their academic curricula. When considering graduate programs and their curricula, the Department identified Georgia State University and University of North Carolina – Charlotte as having strong doctoral curricula, including their research experiences, and opportunities to participate in full-time study. The University of Kentucky was identified for strength in transition and post-secondary programming. The University of Kansas was identified for its strength in learning strategies, and Florida State University was identified for its program in applied behavior analysis. (While the FSU program held curricular strengths that resulted in high pass rates on the Board exam, it was noted that the FSU did not provide its ABA curriculum within a special education context, which FAU identifies as a particular strength.) Other programs with various curricular strengths included Boston College, Boise State, Northern Illinois, and Virginia Commonwealth.

Three curriculum strengths were identified that make FAU SE programs strong including (a) scholarly productivity of our doctoral students, (b) the diversity of concentration areas offered for graduate students, and (c) the "readiness" of our graduate students to teach successfully in our own undergraduate programs, providing a unique theory-to-practice bridge for our undergraduates in exceptional student education and early childhood.

Students can complete the ESE Master's degree in 36 credit hours (37 for Instructional Practices track). [7] For the doctoral program, 72 credits are required, with additional courses transferred to meet the Graduate College 80 credit requirement (beyond Bachelor's degrees).

vi. Internships, practicum, study abroad, field experiences

Graduate internships play a central role in both our Master's degree and doctoral programs. At the Master's degree level, all students who do not have prior teacher preparation as a special education teacher participate in the Instructional Practices concentration area so they gain direct professional development experiences in learning how to teach students with disabilities. (NOTE: This is unrelated to certification status since, in Florida, it is frequently the case that adults can become certified teachers in special education with no actual training.) In this track, Master's students participate in a Graduate Practicum in which they gain hands-on practice delivering lessons to school-aged children with disabilities. This course co-occurs with a didactic course in instructional delivery. The culminating experience of students in this concentration area is a full-time graduate internship that parallels a student teaching experience. As a result of the increase in students entering our graduate program without prior training in special education, the Department re-designed the program by adding additional methods course and an additional Practicum and implemented this improved program in Spring 2016. Finally, for experienced special educators who enroll in our Master's degree, they also select a culminating field experience. That experience can be a Field Project, a Thesis, or an Internship that expands their current expertise.

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[7] During 2022, the Master's degree is undergoing significant revision, changing admission criteria, degree core and specialization offerings. In this revision, the Instructional Practices specializations is being removed, replaced by the Special Education Intervention Specialist concentration offering. These changes are in progress and should be fully implemented in 2023.

At the doctoral level, there are required and optional internship opportunities. First, all students in the doctoral program participate in a 2-semester college teaching internship. In this experience, students work with a faculty mentor, and take on progressive responsibility for teaching an undergraduate course. In their first semester internship, the student plays a role akin to a teaching assistant with the faculty mentor, providing "guest lectures" while learning the logic of assignments, grading, content, and delivery methods. During the second internship the student takes over responsibility for delivering the class, under the supervision of the mentor, and becomes the instructor of record for the class. Following the internships, many of our doctoral students are then hired as adjunct instructors by the Department. Our doctoral students also serve as co-authors and co-presenters with faculty at conferences, and as site managers on research projects. All of these experiences are field-driven, and serve as critical opportunities for doctoral students to implement the activities that are the intended outcomes of doctoral programs.

vii. Pedagogy/pedagogical innovations

The DSE revised its course delivery rotation for graduate classes in response to changes in the demand for graduate level teacher preparation programs. (This was an outcome of policy changes at the state level that eliminated the need for teachers to be graduates of formal teacher preparation programs.) For Master's degree program, three changes were made. First, the majority of graduate classes were shifted from our partner campuses to the Boca campus, and scheduled at 5:00 pm to accommodate the majority of working professionals. Second, a number of courses were developed into on-line courses using a variety of different distance learning technologies and mixed delivery methods. Third, we developed an "umbrella" degree concept with College and Department requirements constituting the core of the degree, and several concentration areas allowing students to select specializations. Students with a Bachelor's degree in ESE or with our own BECE can select any of these concentration areas. If students do not have a Bachelor's degree in ESE, they enroll in the Instructional Practices concentration so that all graduates with a Master's degree in ESE will have basic instructional skills in special education.

Currently, the DSE's Master's degree is undergoing significant revision based on market trends and demands of the field. These changes include offering a fully online degree with a mix of synchronous and asynchronous, fast-track and full semester delivery; changes to admission criteria (i.e., eliminating the GRE as an admission, increasing the GPA requirement, adding a personal statement, and eliminating initial teacher certification as an entry requirement); change degree core and specialization offerings (i.e., eliminating four concentrations-Instructional Practices, Gifted Education, Reading, and Professional Development- and adding one concentration, the Special Education Intervention Specialist). In this process, new and revised courses are being developed for the degree core and the Special Education Intervention Specialist concentration, and all coursework will undergo quality online instruction revisions. These pedagogical innovations are in response to market and student demands, as well as are intended to be a response to decline in enrollment trends.

Similarly, a doctoral course rotation was developed based on a 3-year cycle. Because the number of doctoral students is smaller the courses are not offered annually. And because many of our doctoral students have professional roles in area schools and organizations, they frequently work toward their doctorates on a part-time basis. To maintain their connectedness, the Department developed a series of 1-credit seminars, and six of these seminars are required prior to graduation. Because the seminars span a 3-year period, doctoral students have the opportunity to establish a peer community of

individuals who share a common set of goals. The seminars also provide the opportunity for entering students to learn from the collective wisdom of students who have experienced the Department's doctoral expectations and routines. Topics for the six seminars include:

Fall 1:   The Triad of Professional Activities in Higher Education
Spring 1:   Orientation to Research; The Dissertation Prospectus
Fall 2:   Professional Dissemination I
Spring 2:   Professional Dissemination 2
Fall 3:   Traditional Course Development and College Teaching
Spring 3:   Web-based Course Development and College Teaching

The rotation for doctoral core courses is found in the Appendix F. The students are required to take a minimum of nine credits of research courses offered in related programs for the Ph.D. program.

viii. Scope of institutional contributions

The DSE offers several courses taken by students in other graduate programs in the College and University. EEX 7526 (*Grant Writing*) is frequently taken by graduate students in other departments who wish to use this class to acquire grant-writing skills. Several graduate classes in early childhood have been taken by students in the (C&I) Department to supplement their training to include early childhood special education and knowledge and skills relating to educating young children with disabilities within inclusive settings. Students who wish to pursue their graduate studies in Communication Sciences and Disorders select both graduate and undergraduate classes from DSE. As mentioned in the Undergraduate section, EDG 4419: Building Classroom Management and Discipline and EDG 6408: Managing Inclusive Classrooms: Effective Discipline, Curriculum, and Behavior are frequently taken by students pursuing alternative certification as non-degree and graduate degree students.

In addition to coursework, several faculty play important roles in graduate education at FAU. Dr. Finnegan serves on the COE Graduate Programs and Curriculum Committee. Dr. Darling serves as Graduate Programs and Student Petitions Subcommittee. At the university level, Dr. Dukes serves as a Vice Chair for Institutional Review Board (IRB). Currently (2022-2023), the DSE is well-represented in University and College governance: Drs. Darling, Dukes, and Finnegan serve as Senators of the University Faculty Senate (UFS). For the College of Education Faculty Assembly (COE-FA), Dr. Finnegan serves as the President, Dr. Darling the Vice President, Dr. Katie Miller the Secretary, and, Dr. Scott serves as a member of Faculty Assembly Steering Committee. It is noteworthy that UFS Senator and COE-FA President, Vice President, and Secretary are elected positions, elected by the body of their peers in the College. Through the years, some of our DSE faculty also serve as dissertation committee members for students in other Departments in the College and University.

ix. Student profile (DDI B4)

The first table presented in the previous section on Enrollment (*iii. Enrollment information*) shows a progressive increase in graduate enrollments. Combined with the table in this section, the slight decrease in graduate numbers co-occurs with a profile of a very diverse graduate student population. Also, the summary of diversity in the Department drawn from the COE 2019-20 Diversity Data Report (reported in the section

on undergraduate programs) provided diversity comparisons to other departments in the College.
(https://www.fau.edu/education/aboutcoe/oaaa/documents/spring2021-diversitydatareport.pdf). That table showed the Department's students are among the most diverse in the College, and exceed the University's diversity profile.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
Exceptional Student Education (Program CIP: 131001)

			Exceptional Student Education			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		Total					2
	Asian or Pacific Islander	Female					26
		Male					30
		Total					56
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		Total					17
	Hispanic	Female					23
		Male					16
		Total					39
	White (Not of Hispanic Origin)	Female					74
		Male					56
		Total					130
	Not Reported	Female					6
		Male					6
		Total					12
	Total	Female					142
		Male					114
		Total					256
Undergraduate	American Indian/Alaskan Native	Female	1	0		3	89
		Male					73
		Total	1	0		3	162
	Asian or Pacific Islander	Female	2	2	3	32	902
		Male				6	659
		Total	2	2	3	38	1,561
	Black (Not of Hispanic Origin)	Female	10	13	8	249	4,169
		Male				25	2,395
		Total	10	13	8	274	6,564
	Hispanic	Female	20	15	16	294	4,911
		Male	2	2	1	32	3,321
		Total	22	17	17	326	8,232
	White (Not of Hispanic Origin)	Female	42	28	29	525	6,136
		Male	3	4	5	78	4,921
		Total	45	32	34	603	11,057
	Non-Resident Alien	Female	1	1	1	18	492
		Male				1	487
		Total	1	1	1	19	979
	Not Reported	Female				6	131
		Male				1	96
		Total				7	227
	Total	Female	76	59	57	1,127	16,830
		Male	5	6	6	143	11,952
		Total	81	65	63	1,270	28,782

Level	Race	Gender					
Graduate	American Indian/Alaskan Native	Female	2	1		2	14
		Male					10
		Total	2	1		2	24
	Asian or Pacific Islander	Female	2	2	2	25	185
		Male				2	132
		Total	2	2	2	27	317
	Black (Not of Hispanic Origin)	Female	8	5	6	213	843
		Male				51	312
		Total	8	5	6	264	1,155
	Hispanic	Female	10	9	7	166	816
		Male	2	1	1	40	493
		Total	12	10	8	206	1,309
	White (Not of Hispanic Origin)	Female	36	32	28	424	1,528
		Male	5	2	2	103	1,111
		Total	41	34	30	527	2,639
	Non-Resident Alien	Female				17	313
		Male				9	296
		Total				26	609
	Not Reported	Female					1
		Total					1
	Total	Female	58	49	43	847	3,700
		Male	7	3	3	205	2,354
		Total	65	52	46	1,052	6,054
Unclassified	American Indian/Alaskan Native	Female					4
		Male					5
		Total					9
	Asian or Pacific Islander	Female					174
		Male					107
		Total					281
	Black (Not of Hispanic Origin)	Female				3	299
		Male				2	124
		Not Reported					1
		Total				5	424
	Hispanic	Female				2	390
		Male				2	238
		Total				4	628
	White (Not of Hispanic Origin)	Female				13	680
		Male				12	515
		Total				25	1,195
	Non-Resident Alien	Female					58
		Male					54
		Total					112
	Not Reported	Female					34
		Male					18
		Not Reported					5
		Total					57
	Total	Female				18	1,639
		Male				16	1,061
		Not Reported					6
		Total				34	2,706

Source: Student Data Course File
Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

x. Advising procedures

Candidates for an ESE graduate degree programs apply to the department and typically identify an area of concentration which they would like to pursue. In the Master's degree program, we offer concentrations in:

- Applied Behavior Analysis
- Autism Spectrum Disorders
- Early Childhood
- Gifted Education
- Instructional Practices in ESE
- Professional Development
- Reading

Once admitted, students are assigned a Department faculty advisor who meets with the admitted student to plan and assist with the completion of Plan of Study (POS). Plans of Study identify course requirements, semester rotations, field experience requirements, and an implementation timeline. The POS is reviewed by the advisor, Department Chair, and then filed electronically with the Graduate College and audited prior to graduation. Graduation checks are the final advising component, and are conducted by the Office for Academic and Student Services in the College.

At the Doctoral level, students have two sets of advising protocols. When students are admitted they are assigned an academic advisor and two other faculty who serve as an academic advising committee. This group meets with the student to ascertain interests and direction, develop the POS, and guide and engage the student during the upcoming semesters. This committee becomes the core group to prepare and review the doctoral comprehensive exams. When the student completes the exams and achieves doctoral candidacy, the student selects a dissertation Chair and committee to guide the final phase of the doctoral study. This is a formal decision point in the DSE, so there is no assumption that a student will automatically work under the direction of any faculty from the Academic Advising Committee. The students' selection for Dissertation Chair and Committee Members is designed to assemble a group that squarely fits with the students' area of study, population of focus, methodological expertise, etc., and thus are able to actively advise in the development of dissertation prospectus, study implementation, development of the dissertation and possibly article(s) for publication based on the dissertation research. On completion of the dissertation, the committee Chair works with the student to complete FAU dissertation requirements. Graduation checks, as a final advising component, are completed in the Office for Academic and Student Services in the college.

xi. Licensure rates (if applicable)

The DSE does not collect or receive data on licensure for program completers in our graduate degree programs. Graduates are eligible to apply for a range of different endorsements and certifications, depending on their concentration areas and other factors, but they pursue these credentials independently, after graduation, with the various applicable agencies (e.g., FDOE, DOH, BACB).

xii. Placement rates/employment profile

In 2017-18 Florida Atlantic University conducted an exit survey to the graduating Master's degree students to find out their employment rate. The survey reported 76.5% of the graduates employed with a median wage of $51,352.00. This rate of employment data should be interpreted with caution because it does not indicate whether they were employed as teachers.

xiii. Retention rates

Because the DSE graduate programs are not initial certification programs, and thus do not prepare graduates for specific positions, the Department does not collect or receive retention data for graduates.

xiv. Graduation rates

C 3 Degrees Awarded
Exceptional Student Education (Program CIP: 131001)

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Associates	Degrees awarded with a:					
	Single major					321.0
	All					321.0
Bachelors	Degrees awarded with a:					
	Single major	11.0	20.0	8.0	265.0	5,840.0
	Double or triple major					75.0
	All	11.0	20.0	8.0	265.0	5,915.0
Masters	Degrees awarded with a:					
	Single major	10.0	8.0	18.0	223.0	1,591.0
	All	10.0	8.0	18.0	223.0	1,591.0
Specialist	Degrees awarded with a:					
	Single major				25.0	25.0
	All				25.0	25.0
Doctorate	Degrees awarded with a:					
	Single major	5.0	2.0		24.0	142.0
	All	5.0	2.0		24.0	142.0
First Professional	Degrees awarded with a:					
	Single major					56.0
	All					56.0
Total	Degrees awarded with a:					
	Single major	26.0	30.0	26.0	537.0	7,975.0
	Double or triple major					75.0
	All	26.0	30.0	26.0	537.0	8,050.0

Source: Student Data Course File
Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.
A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

xv. Student recruitment

The Department has several initiatives to increase graduate recruitment. In 2016, Dr. Cynthia Wilson submitted and obtained five-year grant funding from the US Department of Education to support graduate students to study interventions for students with autism.

That project was initially projected to support 45 Master's degree and non-degree graduate students. Through this grant funding, the DSE were successful in our efforts and exceeded our target with 58 completers. The last individual to complete the project was in August 2021. In addition, the Department houses two other major grants, the Center for Autism and Related Disabilities (CARD) and the Academy for Community Inclusion (ACI). ACI currently supports one FAU doctoral student with tuition and fees.

In 2020 the Department received an award from FAU's Graduate College to support graduate recruitment. These funds have been used to prepare and purchase promotional materials for Department recruiting events. Also, the Department has a series of recruitment brochures – all with a common format and theme. The Recruitment brochures have recently (2022) been replaced by 'Program Profiles' designed and intended to be more user-friendly in online and social media recruitment efforts.

Currently (Fall 2022), the DSE is in the process of designing and implementing non-digital (email) and digital (social media) recruitment campaigns. These campaigns will target recruiting students who started but did not finish Master's degrees, Para-educators and Substitute teachers who are currently employed in local school districts and alumni who may be interested in furthering their education.

Faculty

i. Administrative structure

Department of Special Education operates within a flat administrative structure. All faculty in permanent positions have voting rights in the Department, and there is no distinction between faculty with graduate versus undergraduate teaching and advising status. Faculty regularly teach courses across course levels, often in the same semester. The doctoral program has a program coordinator; the Master's program has a communications coordinator. The Department's coordination of the BECE, is shared between a faculty member and the Department Chair. Decision making across all degree levels is made by the Department as a whole. Proposed changes to the content and assignments of courses, as well as new programs and program modifications, are brought by interested faculty to the Department as a whole for consideration.

The Department offers one program leading to Florida teacher certification (the ESE Bachelor's degree) and as such, annual reports involving that program are prepared for electronic submission and review by FDOE by the Department Chair. The Department offers course sequences and experiences leading to three teaching endorsement options by FDOE (Pre-K Disabilities; ASD; and Gifted Education). The Department also offers courses and experiences leading to the Infant Toddler Developmental Specialist recognition by the FL Department of Health, and certification in Applied Behavior Analysis by the Behavior Analyst Certification Board. Faculty and the Department Chair prepare reports as needed to respond to changes by the organizations who offer these credentials.

A schematic showing the DSE's role within the College of Education is found in the COE Organizational Chart in Appendix H.

ii. Faculty profile (DDI B2)

The following table shows two trends that summarize the profile of the faculty of the DSE. First, the five-year period shows a loss of faculty starting in 2012, due to retirements and deaths. Second, the data show that the faculty in the DSE are quite diverse in respect to ethnic/racial backgrounds. This serves as a strength at FAU, with its diverse student body.[8]

B2 - faculty

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Exceptional Student Education

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Male					1
	Total					1
Asian or Pacific Islander	Female				2	42
	Male	2	2	2	5	110
	Total	2	2	2	7	152
Black (Not of Hispanic Origin)	Female	3	3	3	8	53
	Male	1	1	1	1	26
	Total	4	4	4	9	79
Hispanic	Female	1	1	1	5	45
	Male				4	44
	Total	1	1	1	9	89
White (Not of Hispanic Origin)	Female	5	5	4	41	323
	Male	4	4	4	18	393
	Total	9	9	8	59	716
Total	Female	9	9	8	56	463
	Male	7	7	7	28	574
	Total	16	16	15	84	1,037

Source: Instruction and Research File
Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

The second table in this section shows the adjunct instructors who teach classes in the Department. In four of five years during this reporting period, the number of adjuncts exceeded the number of faculty, however, the diversity among our adjuncts did not match that of our regular faculty.

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[8] FAU is designated a Hispanic-serving institution, ranked as a top public university by U.S. News & World Report and a High Research Activity institution by the Carnegie Foundation for the Advancement of Teaching (2021).

B2 – adjuncts

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Exceptional Student Education

Adjuncts		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Female					1
	Total					1
Asian or Pacific Islander	Female				1	9
	Male				1	8
	Total				2	17
Black (Not of Hispanic Origin)	Female	1			17	64
	Male				8	27
	Total	1			25	91
Hispanic	Female		1	1	10	53
	Male	1	1	1	10	33
	Total	1	2	2	20	86
White (Not of Hispanic Origin)	Female	9	9	5	71	214
	Male	2	1		27	167
	Total	11	10	5	98	381
Total	Female	10	10	6	99	341
	Male	3	2	1	46	235
	Total	13	12	7	145	576

Source: Instruction and Research File

iii. Faculty teaching load

Faculty in the Department of Special Education (DSE)teach the equivalent of a 3/2 or 2/3 load, which is the established load for tenured/tenure-earning faculty in the College of Education.9 This includes didactic courses, as well as course equivalents in which various FTE-generating activities are "bundled" to create a course. Faculty teaching load typically include both undergraduate and graduate courses as well as student advising (undergraduate and graduate Directed Independent Research Ed.D and Ph.D. dissertation supervision). This helps the Department meet its course delivery expectation, while (a) keeping individual faculty in touch with student interns, (b) meeting student needs for research supervision, and (c) offering low enrollment courses needed for student programs. The default course load for visiting instructors is a 4/4, but this can be reduced to compensate for program coordination.

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[9] Some faculty elected to teach three courses in the fall and two in the spring semester. Others preferred two courses in the fall and three in the spring.

Several faculty are provided course re-assignments based on three criteria: First, faculty who work on externally funded projects which pay a portion of their salaries are re-assigned from teaching courses for the equivalent of the income that is generated. Since 2016-17, for example, three DSE faculty worked on projects that generated part of their salary, and have altered teaching loads as a result. Second, some faculty work in University roles for which the University offers a re-assignment from teaching so they can carry out these administrative activities (e.g., P&T coordination, Faculty Assembly leadership). One ESE faculty has an administrative re-assignment since 2017 to coordinate the Holmes Scholars Program. Finally, a course re-assignment is sometimes provided for a range of activities that benefit the college, department or individual faculty member. Historically, this has included accreditation roles, curriculum development, or as a transition for newly-hired faculty in their first year at FAU.

iv. Summary of faculty research productivity (DDI Summaries)

The following two tables summarize the scholarly productivity during a three-year period ending in 2020-21. The first table presents faculty research as "person years" and FTE. While neither are particularly helpful in establishing whether faculty research was meaningful or had an impact, both show that a relatively small percentage of faculty time was actually *assigned* to research. The bottom half of that table shows that a small number of faculty were involved in funded research.

The second table in this section supply data on what these research and scholarship activities included. These tables demonstrate that DSE faculty participated in a range of scholarly activities including writing books, journal articles, and presenting at conferences.

Part II B1 Faculty Person Years and FTE devoted to Research

II. Research, Creative & Scholarly Activities
A Assessment Goals and Outcomes for Research (reported separately)
B 1 Faculty Person Years and FTE Devoted to Research
Exceptional Student Education

				Exceptional Student Education			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.9	1.2	1.2	10.6	150.3
			FTE	1.2	1.6	1.6	14.2	200.4
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.0			0.1	5.1
			FTE	0.0			0.1	6.8
	Other personnel paid on faculty pay plan	--	Person-Years					19.9
			FTE					26.5
	Other	--	Person-Years	0.2	0.2	0.1	0.1	1.1
			FTE	0.2	0.2	0.1	0.1	1.4
	Total		Person-Years	1.1	1.4	1.2	10.8	176.3
			FTE	1.5	1.8	1.7	14.4	235.1
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.4	0.6	0.5	1.6	31.2
			FTE	1.9	0.8	0.7	2.2	41.6
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	1.0	0.5	1.2	2.2	7.7
			FTE	1.3	0.7	1.7	3.0	10.3
	Other personnel paid on faculty pay plan	--	Person-Years				0.7	55.9
			FTE				0.9	74.5
	Other	--	Person-Years					0.6
			FTE					0.8
	Total		Person-Years	2.4	1.1	1.8	4.5	95.4
			FTE	3.2	1.4	2.3	6.0	127.2

Source: Instruction and Research File
'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data
Person-year= 1 person working full time for one year
1.00 FTE = .75 person-years

Part II C1-9 Research and Scholarly Productivity

C 1-9 Research/Scholarly Productivity
Exceptional Student Education

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Books (including monographs & compositions)	#	1	1	2	17	81
2. Other peer-reviewed publications	#	22	10	12	114	909
3. All other publications	#	1	2	3	42	579
4. Presentations at professional meetings or conferences	#	59	15	12	181	960
5. Productions/Performances/Exhibitions	#	0	0	0	21	228
6. Grant Proposals Submitted	#	6	5	7	56	484

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)
Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity
Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation
University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

While these tables provide some information on research productivity, what is not evident is the types of scholarship this work represents. One example of this work involves the effort to secure external funding to support students and programs. Currently, 7 DSE faculty participate in scholarly activities and some funded by external grants and projects. Dr. Jack Scott is PI of a state funded initiative, the Center for Autism and Related

Disabilities (CARD), that generates over 1.3 million dollars annually. Dr. Scott also serves as PI for other related projects for CARD including a grant from the Developmental Disabilities (DD) Council for $165,000, a grant from Taft for Little Owls and African American Initiatives for over $350,000, a Mangurian Foundation gift over $75,000, a gift for a Spanish Language Initiative at $150,000, as well as License Plate, Anti-Bullying, and Mentoring Special Projects gifts totaling over $20,000, and an Angelwish donation for $100,000. Dr. Cynthia Wilson was the PI of a federal personnel preparation project from the US Department of Education (OSEP) that generated $1.25 million for 5 years (Project I2). This grant provided student support for graduate students to pursue studies in autism, and supported Drs. Darling, Dukes, and Scott as faculty mentors. By the end of the funding cycle for Project I2, the DSE exceeded their target of 45 completers, concluding our project with a total of 58 completers. The last Master's degree student completed the project in August 2021.

Dr. Michael Brady was the PI of a federal leadership training grant from the US Department of Education (OSEP) that generated $1.25 million for 5 years (Mentor-Lead). This grant provided support for full-time doctoral study, and supported Drs. Wilson, Duffy, Dukes, and Heiser as faculty mentors until 2019. Dr. Brady also served as PI until December 2021, and Dr. Mary Lou Duffy served as Project Director until June 2019, for the Academy for Community Inclusion (ACI), funded by a gift of 1.8 million from the Taft Foundation. This gift established ACI as an inclusive post-secondary institution for adults with developmental disabilities. The initial gift from the Taft Foundation ended in 2020. The current Taft funding of $1.5 million started in 2020 and ends on June 30, 2024. Additionally, in 2017, Florida Center for Students with Unique Abilities (FCSUA) provided additional funds for the program of $300,000 across three years ($100,000 per year) to expand ACI from the initial Jupiter location to Boca Raton Campus. For the current 2020 cycle, FCUSA increased the funding to $300,000 per year for 3 years ($900,000 total). This grant is valid until 2023 and we are in the process of writing a new grant requesting $500,000 per year for next three-year cycle. Currently, Dr. Rangasamy Ramasamy is the PI, Dr. Diana Valle-Riestra is the Program Coordinator, and Dr. Kelly Kearney is the Associate Director of ACI.

v. Strategic planning for hires

The DSE has been very strategic in hiring faculty and instructors. We have worked as a Department to identify critical shortage areas and requested only to fill those shortages. However, DSE has not yet replaced the faculty expertise lost during the years since 2017 when tenure-earning faculty positions were frozen. Due to two faculty retirements, death of the Department Chair in December 2021, and a tenured faculty resignation in August 2022, a number of gaps in faculty expertise remain unfilled. To fill the vacancy based on the resignation in August 2022, Dr. Peggy Goldstein who retired from the DSE in 2020 was hired back as a Visiting Instructor to fill the void in BECE program for this year (2022-2023).

vi. Abbreviated faculty CVs

The short summaries of DSE faculty vitae are located in the Appendix I.

D. Research

i. Review of part II of the department dashboard indicators (DDI Summaries)

The narrative and data tables in Section IV (*Summary of faculty research productivity)* depicts a DSE faculty who are extremely productive in their scholarship. Given their teaching and service loads, along with the increased performance expectations due to the loss of faculty to perform the regular tasks of the Department in recent years, and serve various committees in the Department, College, and University, this research productivity is impressive.

However, as we have pointed out on numerous occasions, the data derived from the DDI reports often sell short the picture of an academic organization, and there are few examples better than the scholarly productivity of faculty in the DSE on the single measure of scholarship provided by faculty who serve as peer reviewers for journal in the field. Service on an editorial board of a peer-reviewed journal is a strong indicator of faculty members' connectedness to the profession. In December 2021 review, 5 (of 7) faculty in the Department served on the editorial boards as Consulting Editors or Field Reviewers, or as guest reviewers for 24 different peer-reviewed journals. Those faculty, and the scholarly journals include:

Sharon Darling	Associate Editor Editorial Board	Young Exceptional Children Research and Practice for Persons with Severe Disabilities
Charles Dukes	Editorial Board Editorial Board Editorial Board	Research and Practice for Persons with Severe Disabilities Teacher Education & Special Education TASH Connections
Lisa Finnegan	Editorial Board Field Reviewer Field Reviewer Field Reviewer	International Research in Higher Education Action in Teacher Education Science & Children Science Activities
Katie Miller	Editorial Board Field Reviewer Guest Reviewer Guest Reviewer	Intervention in School and Clinic Journal of International Special Needs Education Perspectives & Provocations Behavior Modification
Jack Scott	Reviewer Reviewer Guest Reviewer	Focus on Autism and Other Developmental Disabilities Teacher Education and Special Education Research and Practice for Persons with Severe Disabilities
Elisa Cruz-Torres (Visiting Instructor)	Reviewer	Journal for Autism and Developmental Disabilities
Kelly Kearney (ACI) Instructor	Reviewer Guest Reviewer Guest Reviewer Guest Reviewer Guest Reviewer	Journal for International Special Needs Education Exceptionality Journal of Research in Education Journal of Special Education International Journal of Developmental Disabilities
Brianna Miller (ACI) Instructor	Guest Reviewer Guest Reviewer	Behavior Modification Journal of International Special Needs

	Guest Reviewer	IG Global E
Gwendolyn Carey (ACI)	Guest Reviewer	Journal of Inclusive Post-Secondary Education

ii. Interdisciplinary efforts and community engagement efforts

The interdisciplinary community engagement effort of the DSE is evident in the work of both faculty and students. During the last two decades, when asked to identify pillars and platforms, strategic initiatives, areas for distinctions, spheres of excellence, visioned opportunities, or other imperatives before that, the DSE has consistently identified partnerships with districts, schools, and community organizations as the centerpiece of our research, teaching, and service. An examination of the research of the faculty and graduate students shows that virtually all of the published research has been conducted in applied settings with children and adults with disabilities, their families, or the professionals who serve them. This scholarship includes (a) efforts to improve the act of teaching, (b) interventions that promote safety and skill development in people with disabilities, and (c) research on employability, self-care, and social interactions, and a host of other studies that aim to improve the human condition as an outcome of systematic intervention and investigation. The "place" of these studies has included child care centers, family homes, schools, university, and employment sites.

Two community initiatives in the Department present the compelling nature of our work. First, FAU's Center for Autism and Related Disabilities (CARD) currently provides support to over 6700 families across Palm Beach County and the Treasure Coast. CARD is part of a network of seven centers that operate a state-wide effort to minimize the devastating impact that autism can have on individuals and their families. Known as Florida's First Choice for Autism Support, CARD provides expert consulting, training and support, at no charge, for people with autism and related disabilities, their families, employers, the professionals and community and governmental agencies serving them.

FAU CARD is the only CARD Center in Florida housed in a Special Education Department which guides the lens of the nature of the supports that are made available to CARD constituents. The FAU CARD team is made up of clinical experts that not only directly support families, but also deliver and coordinate programs, projects, and task forces that build community infrastructure and provide opportunities for expanded engagement. These specialized initiatives are: Little Owls early childhood ASD intensive training, RUBI behavioral training program, iRise Mentoring Program, Black and African American Under-Representation Research and Outreach, Spanish Language clinical support, Project Lifesaver safety tracking devices, Mental Health and Autism Task Force, Anti-Bullying, Autism Friendly Cities and Businesses, Transition Conference, Art and Autism Expo, Resource Fairs, Safety and Law Enforcement, Pediatrician and Early Childhood Guides, Assistive Technology, Reading and Tutoring support, and Career Education programming.

The second community initiative housed in the Department is the FAU Academy for Community Inclusion (ACI). ACI is the first post-secondary program for adults with developmental disabilities in Florida to offer certificate programs in supported employment, supported community access, and supported community living in an inclusive higher education environment. Initiated in May 2015, ACI has developed programs and courses that focus on practical skills such as employability, study techniques, time management, soft skills for the workplace, personal finance, home,

school, and work safety, and executive functioning skills. The first cohort of students started in January 2016 and the program currently serves 42 students across two campuses – Boca Raton and Jupiter.

iii. Establishment of goals for research

In 2015-16, The Department of Special Education identified several research goals for subsequent five years

1. Complete the analysis of the Year 2 VAM initiative and submit the final report to a mainstream journal in teacher education. This analysis will be combined with the Year 1 results and shared with other teacher educators in Florida. As previously mentioned, the DSE conducted several studies to review both undergraduate and graduate students' teacher performance across their practicum and student teaching. This was accepted to *The Teacher Educator* and had an additional three publications, including two book chapters that were peer-reviewed.

2. Highlight the scholarly productivity of SE faculty and ESE doctoral students. This is an ongoing goal.

3. Complete the analysis of doctoral student participation in Project Review, the manuscript review initiative that the Department shares with the journal Teacher Education and Special Education.

   This analysis summarized the number of students who have participated in this activity, and the number of manuscripts that they have reviewed for TESE and other journals. There were about 10 manuscripts reviewed by DSE faculty and students based on this model. For this initiative, the doctoral students were mentored through every aspect of the process for about two years. Implementation by additional doctoral programs affiliated with the professional organization, Council for Exceptional Student Education, Teacher Education Division (CES-TED) was documented though the organization. To our knowledge, Project Review is no longer active.

4. Develop one additional grant proposal to be submitted to the US Department of Education. Dr. Brady submitted a grant application for additional doctoral education support in 2021. Unfortunately, this application was not successful. This endeavor will be revisited to supports teacher preparation at all levels in the DSE.

5. Maintain the scholarly productivity of DSE faculty resulting in manuscripts submitted to peer reviewed journals and conference presentations.

   This is an ongoing goal. DSE faculty are continuously engaged in scholarly endeavors (See faculty vita) individually, with their colleagues within and outside the DSE, College and University, as well as with doctoral students. The level of productivity exhibited by the faculty within budget, teaching and other restraints is commendable.

6. Implement the proposal passed by the Department in Spring 2015 to create a "research pool" system within the Department to enable undergraduate students to participate in research activities as an alternate course assignment for EEX 4070 and EEX 2091. Since it was piloted, students from two identified

courses offered by the DSE (EEX 2091 and EEX 4070) participated in various classroom-based research activities, led by faculty and doctoral students. Additionally, students of these classes participate in HOOT events and seminars such as reading circles, topical lectures, video and media events, community volunteer activities, community research activities, and other activities. After attending these activities, they are assigned two or three prompts to write what they learned based on the presentations to fulfil their research pool requirements. Since we piloted this assignment, over six hundred students participated in the research pool and their education within the DSE and University is greatly enhanced by these experiences.

iv. Assessment of how well goals are being met

Individual faculty goals are assessed in annual faculty evaluation reports which summarize faculty accomplishments, publications, and research productivity. Newly hired faculty also receive Progress Toward Tenure reports annually, and a formal Third Year Review. Department goals are assessed during the annual Chair report of Department activity provided to the Dean.

E. Service/Community Engagement for Department/School

i. Community engagement

The DSE faculty members are deeply engaged in community initiatives. For example, one faculty member serves as a board member for the Autism Society of America and Chair of the Panel of Professional Advisors for the Autism Society of America, and Chair of Autism Society of America suicide prevention task force. He is a board member for the Palm Pointe university campus school in Port Saint Lucie. He is a board president for the Learning Center in Jupiter called Els Center of Excellence. He also serves on the Florida Department of Health, Safe Kids board, and advises the Unicorn Foundation of Boca Raton. He offers consultation to schools especially autism schools such as the Connections Academy in West Palm Beach, Mountaineer School for Autism and the Palm Beach School for Autism in Lantana among others.

Service to the community and State. DSE faculty activities included (a) reviewer for a foundation scholarship award committee, (b) service to FDOE Statewide Course Numbering System, (c) team leaders in a Palm Beach County community needs assessment for people with disabilities, (d) presentations at school events in our partner districts, (e) member of Palm Beach County Transition Committee, along with numerous other community service projects.

Service to the professional organizations. In addition, DSE faculty are active in their professional communities as well. The faculty who review for professional journals were listed earlier. Additionally, faculty DSE faculty routinely serve as referees for conference proposals for, provided consultations to teachers and principals in local schools, and served as officers within their professional organizations.

Efficiency data demonstrated in the table in the next section reflect a very strong commitment to service.

ii. Review of part III of the departmental dashboard indicators for Department/School (DDI summaries)

The DSE faculty are heavily engaged in service, both within FAU and the external community. The data tables in this section represent continual faculty engagement in service. The data also shows extreme annual variability, co-existing with accreditation requirements (SACS, CAEP, and University assessment changes). The reported data regarding editorships is not reliable, and should be considered in light of the actual data reported earlier in this section.

Two specific service roles exemplify service to the College and University that is not captured by the data summaries. First, when we discovered that the COE was the only college not participating in the University's Master Teacher Program, faculty from DSE proposed a different model in which numerous faculty could participate in a seminar series demonstrating different models of teaching mastery. The initiative resulted in the COE Council to Promote Teaching Mastery, and has delivered at least two dozen sessions to interested participants. In 2018-19 this University program was put on hold due to funding issues.

ESE Part III Service

Part II B 103 Service Productivity

III. Service

A Assessment Goals and Outcomes for Service (reported separately)

B 1-3 Service Productivity

Exceptional Student Education

		Exceptional Student Education			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees	#	84	94	46	540	2,130
2. Faculty memberships on community or professional committees	#	39	25	14	223	981
3. Faculty serving as editors or referees for professional publications	#	9	9	34	72	589

Source: College Dean's Offices

Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

Part II C 1-3 Efficiency

C 1-3 Efficiency Data

Exceptional Student Education

	Exceptional Student Education			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
1. Faculty memberships on department, college or university committees per faculty member	7.0	8.5	4.2	7.7	3.1
2. Faculty memberships on community or professional committees per faculty member	3.3	2.3	1.3	3.2	1.4
3. Faculty serving as editors or referees for professional publications per faculty member	0.8	0.8	3.1	1.0	0.8

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

iii. Establishment of goals for service

Department of Special Education has four service goals in the years ahead. Incorporated in this section are goals that combine service to undergraduate and graduate majors, along with service at other levels.

1. Deliver a professional development needs assessment to at least two of our school partners designated as low performing, high need schools.

2. 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.

3. Deliver yearly undergraduate and graduate student orientation and recruitment events.

4. Obtain continued approval by the Board Certified Behavior Analyst® (BCBA®) for maintaining program approval for the Master's course sequence in Applied Behavior Analysis.

iv. Assessment of how well goals are being met

Assessment of service goals reflects the same process as assessment of research goals. Individual faculty goals are assessed in annual faculty evaluation reports which summarize faculty accomplishments, publications, and research productivity. Newly hired faculty also receive annual Progress Toward Tenure letters. Department goals are assessed during the annual Chair report of Department activity provided to the Dean.

F. Other Program Goals for School or College

There are six "additional" program goals for 2022-23 and beyond. The first three are central to the heart of the Department and include:

1. Complete the program revision and replace the Instructional Practices in ESE concentration with Special Education Intervention concentration and introduce fully online Master's degree program to launch Spring 2023.

2. 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 will be offered fully online starting Spring 2023.

3. Continue to implement the inclusive post-secondary education program for adults with developmental disabilities (i.e., the FAU Academy for Community Inclusion (ACI)).

4. 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.

5. Increase visibility of the Department and its various programs.

6. Respond to continuous and numerous changes the structure, format, and reporting requirements in the College and University student assessment systems.

i. Describe and assess how well goals are being met

These goals will be assessed in two ways. First, goals that require external reporting have in place action steps that involve collection of data that will be sent to the affected agencies. For example, program and student reporting in the form of quarterly summary of activity reports, midyear progress reports, and annual performance reports are completed for the Academy for Community Inclusion, and the outcome of the student teacher evaluation system, will be sent to the funding foundation (Taft and FCSUA) and the FDOE respectively. Other goal areas (i.e., completion of the curriculum revision and compliance with the assessment requirements) will be found in Department minutes, College documents, and University databases.

G. Strengths and opportunities that support achievement of program goals for School or College

A defining characteristic of the faculty in the DSE is their commitment to moving forward with an agenda to improve the lives of individuals with disabilities, their families, and the professionals who serve them. Whether the University establishes Pillars and Platforms, Strategic Imperatives, Spheres of Excellence, or Community Imperatives before that, the Department has worked within the University's planning context to create initiatives and deliver programs that bring in people with disabilities. We have a diverse, creative, and energetic faculty. Our small department with seven tenured faculty is diverse and we are all active in the field of special education and closely related fields such as applied behavior analysis. Several of the faculty are energetic in obtaining grants and the grant-funded programs extend our capacity as a department. The Academy for Community Inclusion, for example, not only supports a model university program for young adults with developmental disabilities in a certificate program but supports three visiting instructors, a post-doctoral scholar, (and several other staff members) who have been active in research on such programs. This is one example of how the Department has worked within the University's planning context to create initiatives and deliver programs that bring in people with disabilities. This faculty is well grounded in systems interventions, and its commitment to diversity includes intellectual and developmental diversity as well as the traditional diversity indicators. These faculty strengths and interests open many doors of opportunity for cross faculty collaboration and opportunities for students. For example, the research of the students and faculty in the Department tends toward applied research. Of the most recent dozen journal articles published, research participants included children and adults with developmental disabilities, their family members, teachers, siblings and school peers. The location of these studies included the university, schools, preschools, family homes, and community work sites. While the studies were deeply grounded in generalizable phenomena, the people who participated in the studies gained real benefits as a result of being studied (i.e., they learned to do things that they could not do before; they improved their abilities to perform routines that actually improved their lives). Faculty and students in Special Education have the opportunity to "practice their trade" in a way that is steeped with intrinsic rewards for doing their work.

The pandemic necessitated that the DSE pivoted quickly to offer all courses online. However, this provided us with an unforeseen opportunity. Pre-COVID-19, we had a

strong core of online courses and more, importantly, faculty with expert skills in the development of online courses and others now eager to gain these skills. We are now completing the process of positioning the entire Master's degree as a fully online program with a mix of asynchronous and synchronous, fast-track and traditional semester duration coursework. Additionally, we will also embark upon transitioning the undergraduate degree to a hybrid model, mixing online and face-to face courses. Within our Master's degree concentration offerings, the Applied Behavior Analysis (ABA) concentration includes an array of courses which have been approved by the Board Certified Behavior Analyst® (BCBA®) as a "Verified Course Sequence," permitting the department to expand offerings in the high-growth field of applied behavior analysis. Over the years, we have seen student comment and student eagerness to enroll in our online courses. This opens a great opportunity in providing our Master's degree fully online, as well as allows the DSE to serve a far larger number of students and have greater impact on the supply of teachers and professionals in our region, state, and beyond.

H. Weaknesses and threats that impede program progress for School or College

Like all academics, the biggest threats to Special Education faculty productivity and the continuation of programs come from areas out of their control, and parties unresponsive to objective knowledge. For example, for at least two and a half decades the Department has demonstrated that our programs are based on research and transitioned from teaching practices that are not. A steady stream of legislative and regulatory requirements demanded that the Department abandon a commitment to evidence-based practice, and, in some cases, adopt practices that meet no such standard. Special Education faculty know the difference and are justifiably slow in showing enthusiasm to adopt unproven practices. As new laws emerge, faculty may have to spend time adapting their curriculum to meet the new requirements.

Another external threat can be seen in the legislative effort to certify teachers without actual preparation to teach. The Florida Legislature recently passed a bill that permits US military veterans with at least two years of service and an associate's degree to serve as K-12 teachers on temporary credentials. As written, this law may allow these unprepared individuals to teach children with disabilities. This is a continuation of initiatives within Florida to certify teachers without any actual preparation and as may be expected, enrollments in university-based teacher education programs have dropped. We remain in the aftermath of an ever more relaxed certification scheme while district educators are telling us they have serious shortages in ESE certified and trained teachers. We are all too well aware that many of the newly-certified but untrained teachers were unprepared to teach real children. University-based teacher education programs which weathered the enrollment losses have seen a new interest on the part of some teachers who lack formal training in obtaining formal teacher preparation. Obviously, these and other threats cause concern, but they also result in departments (like Special Education) making improvements in programs such as our efforts to go online for our undergraduate and graduate programs. Given the frequency of these external demands, and the strong likelihood that they will continue and perhaps intensify, faculty in the Special Education Department have become adept at weathering the storms and using the threats as stimuli for program improvements. As Florida college of education teacher preparation program enrollment has been steadily declining, FAU's New University Policy of a minimum enrollment of 11 students in each graduate class (and 19 students in each undergraduate) resulted in critical classes not being offered on time may cause the demise of the programs when special education teacher shortage across the U.S.

reached the critical stage. This diminished enrollment, forced limited faculty hiring that brought the number of tenured faculty to 7 from 12 in 2019.

I. Resource analysis for School or College

Faculty serving in state universities understand resource challenges. Faculty in teacher education programs in these schools understand these challenges more than most. Two resource issues challenge most programs, including those in the DSE: availability and predictability.

The availability of resources traditionally was dependent on state funding, with some expectation that university programs who worked to meet state goals (e.g., a prepared workforce; competent to excellent teachers) would be able to acquire the resources needed to perform its basic functions. During recent years, this has not been the case, and many programs have looked elsewhere to acquire these resources. In the DSE, looking elsewhere has included (a) state contracts, (b) federal grants, (c) district partnerships, and (d) support from foundations. The Department's ability to generate resources has resulted in:

- the establishment within the university structure and catalog of the Academy for Community Inclusion serving young adults with developmental disabilities on the FAU Jupiter and Boca Baton Campuses.
- summer support for 7 (current) faculty,
- full-time support for a Department grants manager,
- increased travel money for faculty and students,
- tuition, fees, and stipends for numerous students,
- a robust and expanding staff of professionals who are able to deliver services to individuals identified as recipients of the grants' services.

These resources supplement the work of the Department, but they do not supplant the need for core resources to fund the Department's mission. Special Education has not been able to maintain losses of faculty due to retirement, termination or mortality. Key faculty positions are now no longer maintained, and the department struggles to obtain positions to continue our vitality and program integrity. In the last year alone, we had one resignation, one retirement and one death for a total of three tenure track positions lost with no commitment to fill any of them. We do have a pool of doctoral-level visiting instructors who are employed on departmental projects able to teach courses. Fortunately, our decision to move to online programs at the undergraduate and graduate level partially mitigate these losses in the short term. But in the mid to longer term, such losses may result in program degradation.

With the untimely death of Dr Michael Brady in December 2021, the department may also lose the Department Chair position.[10] A decision as to the status of the position of Chair within the department is not within the purview of the faculty to fully analyze but the implications are of great concern. All faculty within the department, including Dr. Ramasamy, are hopeful that the position of Chair will be maintained and that it will be possible to conduct a search for a permanent Department Chair.

In addition to faculty, the biggest need based on resource availability is for research support (e.g., statistical, design, and method consultation) and support within the Department to comply with the University's and College's burgeoning assessment requirements.

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[10] Dr. Rangasamy Ramasamy is currently serving as Interim Department Chair.

There is also a need to increase the predictability of resources. Complex operations do not function well when they are not able to predict whether and when they can fund their basic functions. For example, with the switch to all online courses and the anticipation of a significant increase in enrollments, attempts to predict the increase in resource availability to hire new faculty are not yet possible. With actual increases in enrollments, we will expect increased predictability of new positions (actually replacements).

Both availability and predictability have been challenges for the department but in spite of these challenges, faculty within the department remain productive, energetic and optimistic.

J. Future directions for School or College

A clear vision for the future directions for the DSE are found in the goals presented in several previous sections. To summarize, we are working on initiatives to (a) make major changes to our current programs at the undergraduate and Master's level, (b) increase the number of students who enroll in and graduate from our programs, (c) increase the direct impact on people with disabilities and their families in our community by strengthening the Academy for Community Inclusion and the beneficial aspects of our scholarship, and (d) increase our impact on the field through our scholarship. Some specific directions include:

- Complete revision of the DSE's Masters' program so that it is fully online. This will increase the pool of qualified special education teachers in our region and allow teachers and prospective teachers not in our geographic area to become highly capable special education teachers;
- Increase our ability to offer the BECE and other programs in early childhood to additional students, perhaps via a hybrid model much like we intend for our Bachelor's in Exceptional Student Education;
- Increase our ability to offer our programs in Autism Spectrum Disorders to address the critical need for training for teachers for this population;
- Complete a major revision of our Applied Behavior Analysis certification program by streamlining the degree requirements for these students while adhering to college, department and Board Certified Behavior Analyst® (BCBA®) standards and;
- Complete the revision of the undergraduate program so that it is almost entirely online and modified in ways that make it not only possible but expedient for paraprofessionals with an associate's degree currently employed in regional school districts to enroll and to obtain their Bachelor's degree in special education;
- Increase our doctoral enrollment, student research productivity, and number of graduates;
- Deliver a self-sustaining post-secondary program for young adults with developmental disabilities at FAU Campuses in Jupiter and Boca Raton;
- Increase the overall impact of CARD on individuals with autism spectrum disorders and their families and strengthen the mental health impact CARD has on the autism and disability community:
- Explore future degree offerings (including the Educational Specialist,) in transition, for instructional specialists, and plan for the development of a dedicated ABA

program at the Master's level, and Establish FAU as a logical alternative for active researchers investigating disability and teacher education.

These plans are predicated on the provision of sufficient resources and tenure track positions to allow the Department of Special Education to operate and achieve as an independent unit within the College of Education.

Questions for the Review Team Regarding Future Directions

Because no organization can do all things for all people, it is necessary to consider future directions that actually have a high probability of succeeding. It is also necessary to consider the cost of pursuing those directions. To address the challenges DSE will need to hire tenure-track faculty in the areas of special education expertise.

We have the following questions for the Reviewers:

1. The new university policy of a minimum of 8 students in graduate courses and 19 students in undergraduate courses may impede students' progression to graduation by cancellation of critical courses. What approaches can be used to maximize resources in our programs to meet this enrollment criterion while graduate student support has limited the admission of students?

2. Given the National Shortage of Teachers, especially in Special Education, and the fact that we are emerging from the pandemic (Covid-19) how should the Department of Special Education position its degree offerings to address these issues and increase enrollment?

3. At present the Department of Special Education has seven faculty members. What steps should the department take to address the shortage issue and recruitment issue in an environment of shrinking resources?

4. The Bachelor's degree in Early Care and Education (BECE) is currently a shared degree between two departments: DSE and C&I. Since the inception of the program, the cost of managing the degree across two departments has been a major and continuing distraction. The University assessment system has still not found a way to award "credit" for faculty and department effort to the appropriate units, and this has resulted in stressors among those whose efforts are minimized. Also, the program has not undergone several program improvements in the curriculum due, in part, to the difficulty in coordinating the efforts across two different departments and faculty groups. [It is noteworthy that both departments have been very active in curriculum re-design efforts in programs offered within our respective departments.] The initial perceived advantage of designing a "joint program" involved an interdisciplinary focus that would be gained by including faculty from two departments. However early childhood expertise is, by definition, interdisciplinary. The DSE is re-considering the original logic of operating a program across multiple departments. What steps should the Departments take to address this issue?

K. Student Feedback (SPOT analysis)

FAU seeking information from students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships are typically excluded. There are five questions in the survey, covering various course objectives, delivery and

teacher performance topics. One question (#6) reported as summary statement – Rate your instructor's overall teaching effectiveness on the quality of the course. Those ratings are summarized in the next two tables. Data from these tables indicate that ESE courses matched the COE means, and surpassed the University means, for both undergraduate and graduate classes (Item 6). The tables also show that on instructor effectiveness ratings, ESE faculty matched the COE means, and surpassed the University means, for both undergraduate and graduate classes (Item 6). Although the ratings show ESE courses and faculty in a very favorable light, caution is needed when reviewing those results due to a low N in many cells.

E1 SPOT report

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Exceptional Student Education

Scale: 1=Excellent 5=Poor			6. Rate your instructor''s overall teaching effectiveness in this course								
			Exceptional Student Education			College Total			University Total		
			Summer 2018	Fall 2018	Spring 2019	Summer 2018	Fall 2018	Spring 2019	Summer 2018	Fall 2018	Spring 2019
Undergraduate	# Sections		14	25	29	111	248	244	889	2,643	2,438
	Mean Rating		1.5	1.6	1.4	1.4	1.5	1.4	1.6	1.6	1.6
Graduate	# Sections		5	4	5	37	82	85	189	533	548
	Mean Rating		1.4	1.4	1.3	1.5	1.6	1.6	1.6	1.6	1.6
Total	# Sections		19	29	34	148	330	329	1,078	3,176	2,986
	Mean Rating		1.5	1.5	1.4	1.4	1.5	1.5	1.6	1.6	1.6

Source: Student Perception of Teaching Results, Summer 2018 to Spring 2019

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Exceptional Student Education

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Exceptional Student Education			College Total			University Total		
		Summer 2019	Fall 2019	Spring 2020	Summer 2019	Fall 2019	Spring 2020	Summer 2019	Fall 2019	Spring 2020
Undergraduate	# Sections	18	23	19	124	145	114	968	2,423	2,130
	Mean Rating	1.6	1.5	1.5	1.4	1.6	1.5	1.6	1.6	1.6
Graduate	# Sections	7	6	9	77	66	58	285	532	403
	Mean Rating	1.5	1.4	1.2	1.6	1.6	1.5	1.6	1.6	1.5
Total	# Sections	25	29	28	201	211	172	1,253	2,955	2,533
	Mean Rating	1.6	1.5	1.4	1.5	1.6	1.5	1.6	1.6	1.6

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Exceptional Student Education

Scale: 1=Excellent 5=Poor			6. Rate your instructor"s overall teaching effectiveness in this course								
			Exceptional Student Education			College Total			University Total		
			Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021
Undergraduate	# Sections		8	23	16	54	139	98	877	2,319	1,997
	Mean Rating		1.3	1.5	1.6	1.6	1.5	1.6	1.8	1.7	1.6
Graduate	# Sections		5	3	3	71	93	75	264	565	473
	Mean Rating		1.4	1.3	1.4	1.6	1.4	1.4	1.6	1.5	1.5
Total	# Sections		13	26	19	125	232	173	1,141	2,884	2,470
	Mean Rating		1.3	1.5	1.6	1.6	1.5	1.5	1.7	1.6	1.6

Source: Student Perception of Teaching Results, Summer 2020 to Spring 2021

Appendix A
Student Learning
Outcomes
2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: B.A. and B.A.E. Exceptional Student Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

Students completing the ESE Bachelor's degree program will demonstrate professional and specialization knowledge (content knowledge) as a teacher, consistent with the CAEP and FL DOE mandates, and the Department's conceptual framework. In the course, EEX 4250 this student learning outcome will be addressed in the 5 reading lesson plans assignment in the in-depth lesson plans assessed skill.

Academic Learning Categories related to this outcome:

- ☑ Content Knowledge
- ☑ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**
- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**
- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice, and Human Rights**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☑ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The Department has revised the Bachelor's degree program to include curriculum content knowledge in the full range of disabilities, and along multiple rotations for undergraduates.

Assessment Method:

Students will demonstrate content knowledge student learning outcomes in each course (e.g., critical assignments, etc.). Faculty will evaluate the assessments based on guidelines assigned to each rubric. Students demonstrate the learning outcome by successfully completing the CAs. (EEX 4250; 5 reading lesson plans assignment; in -depth lesson plans). Please see attached for rubric.

Criterion for success:

Content knowledge will be assessed in EEX 4250 using a rubric skill assessment. Students must (at least) achieve "satisfactory" performance.

Data Summary: Analysis & Evaluation:

See attached LiveText rubric for sections of EEX 4250. Unfortunately, EEX 4250 was not offered summer 2020-summer 2021.

Program Improvement:

Faculty will meet to discuss how to recruit more candidates into the course. Faculty will also discuss if this is an appropriate class for Content Knowledge, given the numbers of participants.

Learning Outcome 2

Description and Methodology Outcome Description

Students completing the ESE Bachelor's degree program will demonstrate professional and specialization knowledge (critical thinking) as a teacher, consistent with the CAEP and FL DOE mandates, and the Department's conceptual framework. Student's demonstrate critical thinking (EEX 4601) in an assignment "data-based decision-making case study". (summer)

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☐ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☐ Oral Communication

☐ Written Communication

☑ Critical Thinking

☑ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives Goals

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☐ **Neuroscience**

☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☑ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice and Human Rights**

☐ **South Florida Culture**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

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☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students complete a case study with data-based decision-making requirements. Assignment is scenario based which will capture the critical thinking for student learning outcomes.

Assessment Method:

Assessment includes a rubric to score this Critical Assignment. The assessment rubric is attached and includes the revised rubric, as outlined below in program improvement.

Criterion for success:

Performance level of (at least) "Satisfactory" must be achieved on the rubric. In the updated rubric, students must at least acquire "Satisfactory" achievement on assessment.

Data Summary: Analysis & Evaluation:

See attached for EEX 4601 data summary for the Data Based Decision-making Case Study Rubric with the "use data to make decision supported by rationale" skill that assesses critical thinking. Approximately 100% of candidates achieved "Exemplary" on Mechanics of the assignment. Ninety percent scored "Exemplary" and 10% by Rationale. Seventy percent scored "Exemplary", 10% scored "Satisfactory", and 20% scored "Emerging" on Graph Data. Sixty percent scored "Exemplary" and 40% scored "Emerging" on Identity Design. Therefore, candidates did not meet the criterion for success.

Program Improvement:

Faculty will meet to discuss the rigor of the assignment, as it pertains to the Criteria for Success

Learning Outcome 3

Description and Methodology Outcome Description

Students completing the program will successfully demonstrate communication and practical application of teaching skills and dispositions. The course EEX 4066 will be used to measure one component of this learning in the oral and written learning sequence.

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☑ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☑ Oral Communication

☑ Written Communication

☐ Critical Thinking

☐ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

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- ☐ **Platforms (represent scholarly activities that apply to and support pillars)**
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- ☑ **Diversity**
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- ☐ **Leadership, Innovation and Entrepreneurship**
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- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

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☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students will plan and implement an in-depth learning sequence (LS) in the practicum setting that is designed to teach one significant skill/strategy to mastery. This will require students to use data and reflect on this data to modify instruction and activities to reach skill mastery. Students will plan activities that will utilize a variety of activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan that a minimum of three weeks will be needed to complete the LS in the Task analysis of objective, all lesson plans and accompanying materials, Progress charts, and Self-evaluation. strategies that will help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students will also vary practicum settings. The LS will consist of at least 6-9 lessons. After implementation, the total learning sequence will be submitted.

Assessment Method:

An assessment skill rubric is used to capture the communication student learning outcome. The performance levels outlined are based on the revised rubric: exemplary, satisfactory, emerging, and unsatisfactory. The rubric is attached.

Criterion for success:

This assignment offers students an opportunity to plan, implement, and self-evaluate the sequence of 6-9 lessons. The process includes written reaction and reflection. The criteria for success will earn a score of at least "exemplary" or "satisfactory" in the Self Evaluation listed criterion.

Data Summary: Analysis & Evaluation:

Please see attachment for data on the Learning Sequence Assignment in EEX 4066. One hundred percent of the candidates earned an Exemplary on the Lesson Sequence Assignment.

Program Improvement:

Faculty will continue to discuss offering EEX 4066 more often, or if there may be another course that will assess Communication more frequently. Faculty will also discuss the rigor of the assignment, or if there may be another course that will assess Communication more frequently.

Bachelor in Early Care and Education 2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: Bachelor in Early Care and Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

The Critical Assignment in EEC 4313, Blended Early Childhood Methods: Birth-5, addresses and assesses student performance related to blended early childhood methods, family interviews, teacher reports, and available assessment. Students will write two daily activity plans (one for a child who is typically developing and one for a child with a disability).

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☑ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☑ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

Relates to FAU Strategic Plan goals & objectives

Goals

- [ ] **Boldness:** A uniquely competitive and globalized student body.
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- [ ] **Healthy aging**
- [ ] **Neuroscience**
- [ ] **Ocean Science and Engineering/Environmental Sciences**
- [ ] **Sensing and Smart Systems**
- [ ] **Platforms (represent scholarly activities that apply to and support pillars)**
- [ ] **Big Data Analytics**
- [ ] **Community Engagement and Economic Development**
- [ ] **Diversity**
- [ ] **Global Perspectives and Participation**
- [ ] **Healthy and Environmentally Sustainable Campus**
- [ ] **Leadership, Innovation and Entrepreneurship**
- [ ] **Peace, Justice, and Human Rights**
- [ ] **South Florida Culture**
- [ ] **Undergraduate Research and Inquiry**

Performance Funding Metrics

- [ ] Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- [ ] Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- [ ] Net Tuition and Fees Cost to the Student

- ☐ Six-year graduation rates for First-time in College (FTIC)
- ☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- ☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ University Access Rate [Percent of undergraduates with a Pell Grant]
- ☐ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☑ Baccalaureate Degrees Awarded Without Excess Hours
- ☑ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The Critical Assignment in EEC 4313, Blended Early Childhood Methods: Birth-5, addresses and assesses Child Observation raw notes, summary, and reflection paper, as well as the Parent/Family Interview raw notes, log, and summary, and reflection paper for children with and without disability.

Assessment Method:

The rubric for this CA has been revised to include additional columns for assessment.

Criterion for success:

Students enrolled in EEC 4313 will successfully demonstrate mastery of the Activities, Strategies, and Ongoing Assessment project with (at a minimum) "satisfactory", which may include remediation to earn mastery.

Data Summary: Analysis & Evaluation:

Please see attached data for 2020-2021.

Program Improvement:

The use of the rubric continues to show good differentiation in scores of students within the rubric. Two students scored emerging in this year's data and there was significant differentiation seen between satisfactory and exemplary. Data will be shared with instructors to continue to support student growth and learning.

Learning Outcome 2

Description and Methodology Outcome Description

The Departments of Curriculum, Culture, and Educational Inquiry (CCEI) and Exceptional Student Education (ESE) have identified competencies that must be mastered to continue in the Bachelor's in Early Care and Education degree program (EEC 3214). For this course, the Academic Learning Compact Competencies (Declarative Knowledge) will be assessed by the written Program Design.

a. Each student or a learning group (3-5 students) will work together to design an early childhood program that serves young children birth to 5 or age 3 to grade 3.

b. Write a detailed description of your "ideal "program, addressing the following components:

- Program Philosophy and Name
- Age(s) and number of children served
- Capacity for serving children with special needs

- Capacity for serving children and families from diverse backgrounds (be specific) Space and furnishing (include drawings if necessary)
- Describe the chosen curricula and how they will be used
- Describe staffing for your program
- Provide a detailed daily schedule (for each age group)

***You or your learning group will prepare a PowerPoint presentation of this assignment and present to the class (PowerPoint) with the participation of each group member(s)

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☑ Declarative Knowledge

☐ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☐ Oral Communication

☐ Written Communication

☐ Critical Thinking

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QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

Yes

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Platforms (represent scholarly activities that apply to and support pillars)

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- [ ] **South Florida Culture**
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Performance Funding Metrics

- [ ] Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
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- [ ] Six-year graduation rates for First-time in College (FTIC)
- [ ] Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- [ ] Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [ ] University Access Rate [Percent of undergraduates with a Pell Grant]
- [ ] Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- [x] Baccalaureate Degrees Awarded Without Excess Hours
- [ ] Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

In EEC 3214, the student develops an assignment (Program Design). The student will describe, in writing, an "ideal" program covering program philosophy, number/capacity and ages of children, capacity for serving children with special needs and families from diverse backgrounds, space and furnishings, or curriculum model.

Assessment Method:

The course instructor will evaluate students' work using both a grading and a LiveText Critical Assignment rubric.

Criterion for success:

The course instructor will evaluate students' work using both a grading and a LiveText Critical Assignment rubric. Students should (at a minimum) score "Satisfactory" or remediate the critical assignment, Curriculum Model or Approach.

Data Summary: Analysis & Evaluation:

Please see attached data for 2020-2021.

Program Improvement:

The rubric shows significant differentiation in student achievement. Four students scored in the emerging category. Remediation plans for students who do not meet expectations on elements of the assignment, yet pass the assignment, may be needed. This information may be helpful in future courses and will be shared with course instructors.

Learning Outcome 3

Description and Methodology Outcome Description

The Critical Assignment in EEX 3226, Assessment of All Young Children, addresses and assesses student performance related to being an informed decision-maker the student will employ various assessment strategies interpret the data and make decisions regarding intervention. Students administer, score, and interpret one norm-referenced measure and one-portfolio assessment on child 5 years old or younger. In addition, students provide goals or instructional objectives that are linked to the results of these assessments, and rationale for why these were chosen as well as how the results will be communicated to parents/ caregivers.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☑ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☑ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

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Performance Funding Metrics

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- ☐ Baccalaureate Degrees Awarded Without Excess Hours

- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

In EEX 3226, students will demonstrate mastery of written communication on the Test Administration and Interpretation Project. The critical assignment will be assessed.

Assessment Method:

The rubric (attached) for EEX Critical Assignment Evaluation Rubric has been revised.

Criterion for success:

All students enrolled in EEX 3226 will successfully demonstrate at a minimum "Satisfactory" on the CA, Demographic Information, of the Test Administration and Interpretation Project. Remediation for those students who do not meet expectations on the first attempt may include coaching/mentoring, revision feedback or consultation.

Data Summary: Analysis & Evaluation:

See attached data EEX 3226 for 2020-2021. On the Rubric rows, Demographic Information; Administration and Scoring of the Norm Referenced Test; Administration and Recording of Criterion Referenced Assessment; Administration and Recording of Portfolio Assessments; and Interpretation of Assessment Information for Interviews.

Program Improvement:

Program faculty will continue to look at the Critical Assignment and adjust when needed.

Learning Outcome 4

Description and Methodology Outcome Description

The Critical Assignment in EEX 3603, Positive Behavioral Supports in Inclusive Early Childhood Settings, addresses and assesses student performance related to Written and Oral Communication. As a reflective decision-makers, the developmental characteristics of young children, their families, and needs of ESOL students, and demonstrating the ability to teach and respect young children.

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☑ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☑ Oral Communication

☑ Written Communication

☐ Critical Thinking

☐ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

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Performance Funding Metrics

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- ☐ Baccalaureate Degrees Awarded Without Excess Hours
- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The Critical Assignments in EEX 3603, Oral and Written Statement of Philosophy and Written Skills, demonstrate student skills by writing a classroom management plan that describes pro-social development philosophies, classroom management activities, and developmentally appropriate classroom rules that convey high expectations.

Assessment Method:

The rubric (attached) for EEX 3603 Classroom Management Plan Evaluation (Oral and Written Communication) has been revised.

Criterion for success:

Students will demonstrate at least a "satisfactory" on CA elements of the evaluation rubric. Remediation for those students who do not meet expectations on the first attempt may include coaching/mentoring, revision feedback or consultation.

Data Summary: Analysis & Evaluation:

See attached data for 2020-21, EEX 3603. For rubric rows: Statement of Philosophy: Written; Statement of Philosophy: Oral; Meaningful Activities: Oral; Communication of High Expectations: Written; and Communication of High Expectations: Oral all had 100% at the "Satisfactory" or "Exceptional" level. Meaningful Activities: : Written had approximately 1% at "Emerging" and approximately 1% at "Unsatisfactory". Demonstration of Classroom Rules: Written had 3% at "Emerging". Demonstration of Classroom Rules: Oral had approximately 1% at "Emerging" Finally, Written Skills had approximately 1% at "Emerging". All candidates scored either a "Satisfactory" or "Exceptional". Therefore, the Criterion for Success was met.

Program Improvement:

As the Criterion for Success was not met, the program faculty will continue to meet to examine the written and oral components of the CA and revise the assignment when needed.

M.Ed. Exceptional Student Education 2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: M.Ed. Exceptional Student Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

Students completing the Master's program will demonstrate mastery of content knowledge by successfully completing the strategies manual (CA) in EEX 6259.

Academic Learning Categories related to this outcome:

☑ Content Knowledge

☑ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☐ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☐ Oral Communication

☐ Written Communication

☐ Critical Thinking

☐ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

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- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in
- ☐ U.S. One Year after Graduation.
- ☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐	Net Tuition and Fees Cost to the Student
☐	Six-year graduation rates for First-time in College (FTIC)
☐	Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
☐	Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
☐	University Access Rate [Percent of undergraduates with a Pell Grant]
☑	Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
☐	Baccalaureate Degrees Awarded Without Excess Hours
☐	Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

The strategies manual is a compilation of sources from "outside of text" and/or sources developed by the students.

Assessment Method:

The new skills assessment rubric (attached) was used during this academic period uses the new performance level measures, exemplary, satisfactory, emerging, and unsatisfactory.

Criterion for success:

Students must (at a minimum) achieve "satisfactory" on the strategies critical assignment, with the content knowledge skill, "content of strategies manual".

Data Summary: Analysis & Evaluation:

See attached LiveText rubric for sections of EEX 6259. Unfortunately, EEX 6259 was not offered summer 2020-summer 2021.

Program Improvement:

Faculty will meet to discuss how to recruit more candidates into the course. Faculty will also discuss if this is an appropriate class for Content Knowledge, given the numbers of candidates.

Learning Outcome 2

Description and Methodology Outcome Description

Students enrolled in the Master's program will demonstrate progress toward mastery of critical thinking during EEX 5622 (collaborative experiences assignment) and EEX 6027 (presentation assignment).

Academic Learning Categories related to this outcome:

☐	Content Knowledge
☐	Procedural Knowledge (Technical Skills)
☐	Procedural Knowledge (Research skills)
☐	Declarative Knowledge
☐	Communication

- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☑ Critical Thinking
- ☑ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives Goals

- ☐ **Boldness:** A uniquely competitive and globalized student body.
- ☐ **Synergy:** Prominent teams of researchers and scholars.
- ☑ **Place:** Deep engagement with South Florida's global communities
- ☐ **Quality:** Continuously-assessed and evolving best practices.
- ☐ **Brand:** National reputation for excellence.
- ☐ **Strategy:** Wise and innovative allocation of resources.
- ☐ **Pillars (define institutional programs focused on creating knowledge that benefits society.)**
- ☐ **Healthy aging**
- ☐ **Neuroscience**
- ☐ **Ocean Science and Engineering/Environmental Sciences**
- ☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

- ☐ **Big Data Analytics**
- ☐ **Community Engagement and Economic Development**
- ☑ **Diversity**
- ☐ **Global Perspectives and Participation**

- ☐ **Healthy and Environmentally Sustainable Campus**
- ☐ **Leadership, Innovation and Entrepreneurship**
- ☐ **Peace, Justice and Human Rights**
- ☐ **South Florida Culture**
- ☐ **South Florida Culture**
- ☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

- ☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.
- ☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.
- ☐ Net Tuition and Fees Cost to the Student
- ☐ Six-year graduation rates for First-time in College (FTIC)
- ☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]
- ☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ University Access Rate [Percent of undergraduates with a Pell Grant]
- ☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]
- ☐ Baccalaureate Degrees Awarded Without Excess Hours
- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students in each concentration area will demonstrate mastery of critical thinking in at least two courses from the Master's degree core or their concentration area. Critical Assignments (CAs) in EEX 5622 and EEX 6027 will be assessed.

Assessment Method:

Student performance on CAs for each course will be assessed using a Topic Presentation rubric for EEX 6027 (attached).

Criterion for success:

All students must either score an "exemplary" or "satisfactory" on the rubric to earn credit for the critical assignment. Students who do not score a "Satisfactory" on the second submission cannot pass these two courses.

Data Summary: Analysis & Evaluation:

Please see attachment for data summary for the critical thinking SLO in EEX 6027. One hundred percent of candidates earned an "Exemplary" on their Topic Presentation. Unfortunately, EEX 5622 was not offered summer 2020-summer 2021.

Program Improvement:

Faculty will discuss EEX 5622 as it pertains to the SLO "Critical Thinking". Faculty will also discuss the rigor of this assignment in the coming year to decide if this is appropriate for Critical Thinking.

Learning Outcome 3

Description and Methodology Outcome Description

Students enrolled in the Master's program will demonstrate progress toward mastery of oral and written communication skills during assessment check points in EEX 5622, EEX 6027, and EEX 6259.

Academic Learning Categories related to this outcome:

☐ Content Knowledge

☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☑ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☑ Oral Communication

☑ Written Communication

☐ Critical Thinking

☐ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

☐ **Boldness:** A uniquely competitive and globalized student body.

☐ **Synergy:** Prominent teams of researchers and scholars.

☑ **Place:** Deep engagement with South Florida's global communities

☐ **Quality:** Continuously assessed and evolving best practices.

☐ **Brand:** National reputation for excellence.

☐ **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

☐ **Healthy aging**

☐ **Neuroscience**

☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

☐ **Platforms (represent scholarly activities that apply to and support pillars)**

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☑ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice, and Human Rights**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐ Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐ Net Tuition and Fees Cost to the Student

☐ Six-year graduation rates for First-time in College (FTIC)

☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Students in each concentration area will demonstrate mastery of oral and written communication in three courses from the Master's degree core or their concentration area. Critical Assignments (CAs) will capture communication in EEX 5622, EEX 6259 and EEX 6027.

Assessment Method:

Student performance on measuring oral communication for each course will be assessed using a rubric (all three rubrics attached). Those rubrics with the "original" 3 performance levels have been updated to the "revised" 4 performance levels, exemplary, satisfactory, emerging, and unsatisfactory.

Criterion for success:

All students must earn exemplary/satisfactory level of achievement (4 level rubric) to pass the critical assignment and meet the communication standard. Students who do not meet the minimum requirements on the second submission do not pass the course.

Data Summary: Analysis & Evaluation:

Please see attachment for data summary for the Communication SLO in EEX 6027. One hundred percent of candidates earned an "Exemplary" on their Topic Presentation. Unfortunately, neither EEX 5622, nor EEX 6259, was offered summer 2020-summer 2021.

Program Improvement:

Faculty will discuss EEX 5622 and EEX 6259 as they pertain to the SLO "Communication".

Ed.D. Exceptional Student Education 2020-2021 Assessment Plan Summary

College/Division: Education

Department: Special Education

Program: Ed.D. Exceptional Student Education

Plan Type: Learning Outcomes Plan

Plan Status Updated: Report approved (complete) 10/30/2020

Plan developed by: Michael Brady

Learning Outcome 1

Description and Methodology Outcome Description

Students in the doctoral program will demonstrate leadership-level content knowledge and skills. (Comprehensive Exam)

Academic Learning Categories related to this outcome:

- ☑ Content Knowledge
- ☑ Procedural Knowledge (Technical Skills)
- ☐ Procedural Knowledge (Research skills)
- ☐ Declarative Knowledge
- ☐ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

☐   **Boldness:** A uniquely competitive and globalized student body.

☐   **Synergy:** Prominent teams of researchers and scholars.

☑   **Place:** Deep engagement with South Florida's global communities

☑   **Quality:** Continuously assessed and evolving best practices.

☐   **Brand:** National reputation for excellence.

☐   **Strategy:** Wise and innovative allocation of resources.

Pillars (define institutional programs focused on creating knowledge that benefits society.)

☐   **Healthy aging**

☐   **Neuroscience**

☐   **Ocean Science and Engineering/Environmental Sciences**

☐   **Sensing and Smart Systems**

☐   **Platforms (represent scholarly activities that apply to and support pillars)**

☐   **Big Data Analytics**

☑   **Community Engagement and Economic Development**

☑   **Diversity**

☐   **Global Perspectives and Participation**

☐   **Healthy and Environmentally Sustainable Campus**

☐   **Leadership, Innovation and Entrepreneurship**

☐   **Peace, Justice, and Human Rights**

☐   **South Florida Culture**

☐   **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐   Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in
☐   U.S. One Year after Graduation.

☐   Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐   Net Tuition and Fees Cost to the Student

- ☐ Six-year graduation rates for First-time in College (FTIC)

- ☐ Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

- ☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

- ☐ University Access Rate [Percent of undergraduates with a Pell Grant]

- ☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

- ☐ Baccalaureate Degrees Awarded Without Excess Hours

- ☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Doctoral students will demonstrate content knowledge expected among doctoral level leaders during their comprehensive examinations prior to advancing to candidacy.

Assessment Method:

Each question on the comprehensive exam will be assessed by a team of faculty using a scoring rubric .

Criterion for success:

All students must earn at least 6.5 points on an exam scoring rubric developed for the comprehensive exams. (see attached)

Data Summary: Analysis & Evaluation:

Between July 1, 2019 and June 30, 2020 4 students sat for the comprehensive exams. Three students earned a minimum of 6.5 pts on the rubric for the exam. The 4th student required a remediation on several questions. A series of remediation activities was developed for the student, and she was successful with two of the activities, and unsuccessful with others. The student was not permitted to re-take the exam until she completed the remediation activities. She did not complete these activities, and subsequently withdrew from the doctoral program.

The Department graduated two doctoral students during 2020-21, and both completed a minimum of 3 doctoral competency areas. Both were successful in college teaching, and one taught for us an adjunct instructor. Both successfully completed experimental research methods for the dissertation.

Program Improvement:

The doctoral exam rubric revision appears to demonstrate that it is effective in identifying students who lack leadership-level knowledge and skills. Further, the rubric helps to identify areas needed for remediation. A plan was developed to revise the nature of the general research question so that it better taps students' experiences with research activities before the dissertation.

Learning Outcome 2

Description and Methodology Outcome Description

Students enrolled in the doctoral program will demonstrate written and oral communication competence during presentations at state and national conferences and via professional writing.

Academic Learning Categories related to this outcome:

- ☐ Content Knowledge

- ☐ Procedural Knowledge (Technical Skills)

☐ Procedural Knowledge (Research skills)

☐ Declarative Knowledge

☑ Communication

☐ Team/Collaborative communication

☐ Multimedia/Graphic communication

☑ Oral Communication

☑ Written Communication

☐ Critical Thinking

☑ Practical Skills

☐ Creative Skills

☐ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives Goals

☐ **Boldness:** A uniquely competitive and globalized student body.

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☐ **Strategy:** Wise and innovative allocation of resources.

☐ **Pillars (define institutional programs focused on creating knowledge that benefits society.)**

☐ **Healthy aging**

☐ **Neuroscience**

☐ **Ocean Science and Engineering/Environmental Sciences**

☐ **Sensing and Smart Systems**

Platforms (represent scholarly activities that apply to and support pillars)

☐ **Big Data Analytics**

☐ **Community Engagement and Economic Development**

☑ **Diversity**

☐ **Global Perspectives and Participation**

☐ **Healthy and Environmentally Sustainable Campus**

☐ **Leadership, Innovation and Entrepreneurship**

☐ **Peace, Justice and Human Rights**

☐ **South Florida Culture**

☐ **South Florida Culture**

☐ **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐ Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

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☐ Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ University Access Rate [Percent of undergraduates with a Pell Grant]

☑ Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐ Baccalaureate Degrees Awarded Without Excess Hours

☐ Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Each student will submit proposals to deliver oral presentations at state and national conferences. Each student will also author or co-author manuscripts submitted to professional journals for peer review, or as chapters and other non-peer reviewed dissemination outlets.

Assessment Method:

A quantitative count will establish the number of sessions delivered and manuscripts submitted each academic year. The annual student evaluation system developed previously to track this information was not a helpful system, so we have developed a doctoral student tracking system and linked it to the advising function. We continue to collect these performance data via grant reports.

Criterion for success:

The criteria include the expectation that students will submit proposals for presentations or manuscripts prior to the dissertation.

Data Summary: Analysis & Evaluation:

The tracking system continues to be based on student self-report unless students are associated with the federally funded leadership grant. Eleven doctoral students reported their productivity for this grant. These students delivered 123 sessions at state and national conferences. They published 25 professional writings (articles and chapters), had 1 in press, and submitted 20 other manuscripts as of June 2020.

Program Improvement:

We will continue to disseminate conference opportunities and writing opportunities to doctoral students and request their outcome information as they complete these activities. As part of the effort to revise the doctoral program, we will develop a doctoral student tracking system linked to the advising system, and present this to faculty for review and adoption in Fall 2020.

Learning Outcome 3

Description and Methodology Outcome Description

Students will demonstrate critical thinking skills because of conducting the doctoral dissertation.

Academic Learning Categories related to this outcome:

- ☑ Content Knowledge
- ☐ Procedural Knowledge (Technical Skills)
- ☑ Procedural Knowledge (Research skills)
- ☑ Declarative Knowledge
- ☑ Communication
- ☐ Team/Collaborative communication
- ☐ Multimedia/Graphic communication
- ☑ Oral Communication
- ☑ Written Communication
- ☑ Critical Thinking
- ☐ Practical Skills
- ☐ Creative Skills
- ☑ Analytical Skills

QEP/URI Related

No

IFP Related

No

Data collected from online coursework?

No

Relates to FAU Strategic Plan goals & objectives

Goals

☐   **Boldness:** A uniquely competitive and globalized student body.

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☐   **Place:** Deep engagement with South Florida's global communities

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☐   **Strategy:** Wise and innovative allocation of resources.

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☐   **Neuroscience**

☐   **Ocean Science and Engineering/Environmental Sciences**

☐   **Sensing and Smart Systems**

☐   **Platforms (represent scholarly activities that apply to and support pillars)**

☐   **Big Data Analytics**

☐   **Community Engagement and Economic Development**

☐   **Diversity**

☐   **Global Perspectives and Participation**

☐   **Healthy and Environmentally Sustainable Campus**

☐   **Leadership, Innovation and Entrepreneurship**

☐   **Peace, Justice, and Human Rights**

☐   **South Florida Culture**

☐   **Undergraduate Research and Inquiry**

Performance Funding Metrics

☐   Percent of Bachelor's Graduates Employed Full-time in Florida or Continuing their Education in U.S. One Year after Graduation.

☐   Median Wages of Bachelor's Graduates Employed Full-time in Florida one year after graduation.

☐   Net Tuition and Fees Cost to the Student

☐   Six-year graduation rates for First-time in College (FTIC)

☐   Students' Academic Progress Rate [Second Year Retention Rate with GPA above 2.0]

☐   Bachelor's Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐   University Access Rate [Percent of undergraduates with a Pell Grant]

☑   Graduate Degrees Awarded within Programs of Strategic Emphasis [including STEM]

☐   Baccalaureate Degrees Awarded Without Excess Hours

☐   Percent of Baccalaureate Degrees Awarded to Minorities.

Implementing Strategy:

Each student will develop a prospectus, leading to a proposal, and culminating in a dissertation.

Assessment Method:

The student progress on the defense of the dissertation will be tracked using the outcome of students earning a final signature at the conclusion of the defense, and those requiring modifications to the dissertation to earn faculty signatures.

Criterion for success:

The expectation for success is that students will earn signatures at the conclusion of their dissertation oral defense.

Data Summary: Analysis & Evaluation:

During 2019-20, two students successfully completed the dissertation. These students earned signatures at the conclusion of the dissertation oral defense.

Program Improvement:

The addition of the prospectus continues to result in fewer modifications in the proposals, and fewer issues involving research methodology. A change was proposed to increase research requirements *prior to* candidacy and dissertation, and this change is being implemented during summer 2020.

Appendix B ESE Bachelor's Degree Course Rotations

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Accelerated (5 semesters) Program: **Fall** Start
(revised March 2011)

Program Prerequisite: EEX 2091   Disability and Society   3 credits
       (or EEX 2010 Introduction to Exceptionalities)

Taken Any Semester (Other than Student Teaching):
EEX 4763   Special Education Technology   3 credits

Year 1: FALL Semester

EEX 4101	Language & Speech Disorders	3
	Note: 15 hours of field work in a school is required	
EEX 4050	Overview of Programs for Students with Exceptionalities	3
	Note: 15 hours of field work in a school is required	
LAE 4353	Language Arts and Literature: B-8	3
EDF 3430	Educational Measurement	3
TSL 4080	Introduction to Theories & Practices of TESOL	3

Year 1: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
EDF 3210	Applied Learning Theory	3
TSL 4081	TESOL Issues & Practices	3
MAE 4350	Principles & Methods: K-9 School Math	3

Year 1: SUMMER Semester

EEX 4472	Instructional Practices for Students with Moderate/Severe Disabilities	3
EEX 4842	Practicum 1: Students with Moderate/Severe Disabilities	1 (1-3)
	Note: 6-9 hours per week of field work is required	
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8	3
	Note: Field experience in a classroom setting may be required	

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Students with Mild Disabilities	1 (1-3)
	Note: 6-9 hours per week of field work is required	
EEX 4604	Classroom Management	3
EDF 3610	Education in a Multicultural Society	3

Year 2: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals and Families	2
EEX 4932	Developing Individualized Education Programs	1

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Six Semester Program: **Summer** Start
(revised March 2011)

Year 1: SUMMER Semester

EEX 2091	Disability and Society (*Prerequisite or EEX 2010*)	3 credits
EDF 3210	Applied Learning Theory	3
EDF 3610	Education in a Multicultural Society	3
TSL 4080	Introduction to Theories & Practices of TESOL	3

Year 1: FALL Semester

EEX 4050	Overview of Programs for Students with Exceptionalities	3
	Note: 15 hours of field work in a school is required	
EEX 4101	Language & Speech Disorders	3
	Note: 15 hours of field work in a school is required	
LAE 4353	Language Arts & Literature: B-8	3
EDF 3430	Educational Measurement	3

Year 1: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
TSL 4081	TESOL Issues & Practices	3
MAE 4350	Principles & Methods: K – 9 School Math	3

Year 2: SUMMER Semester

EEX 4472	Instructional Practices: Moderate & Severe Disabilities	3
EEX 4842	Practicum 1: Moderate & Severe Disabilities	1 (1-3)
	NOTE: 6-9 hours of field work per week is required	
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8	3
	NOTE: Field work in a classroom setting may be required	

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities	1 (1-3)
	NOTE: 6-9 hours of field work per week is required	
EEX 4604	Classroom Management	3
EEX 4763	Special Education Technology	3

Year 2: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals & Families	2
EEX 4932	Developing IEPs	1

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Six Semester Program: **Fall** Start
(revised March 2011)

Year 1: FALL Semester

EEX 2091	Disability and Society (*Prerequisite or EEX 2010)*)	3 credits
EEX 4050	Overview of Programs for Students with Exceptionalities	3
	Note: 15 hours of field work in a school is required	
EEX 4101	Language & Speech Disorders	3
	Note: 15 hours of field work in a school is required	
LAE 4353	Language Arts & Literature: B-8	3

Year 1: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
TSL 4080	Introduction to Theories & Practices of TESOL	3
EDF 3430	Educational Measurement	3

Year 1: SUMMER Semester

EEX 4472	Instructional Practices: Moderate & Severe Disabilities	3
EEX 4842	Practicum 1: Moderate & Severe Disabilities	1 (1-3)
	NOTE: 6-9 hours of field work per week is required	
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8	3
	NOTE: Field work in a classroom setting may be required	
MAE 4350	Principles & Methods: K – 9 School Math	3

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities	1 (1-3)
	NOTE: 6-9 hours of field work per week is required	
EEX 4604	Classroom Management	3
TSL 4081	TESOL Issues & Practices	3

Year 2: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals & Families	2
EEX 4932	Developing IEPs	1

Year 2: SUMMER Semester

EDF 3210	Applied Learning Theory	3
EDF 3610	Education in a Multicultural Society	3
EEX 4763	Special Education Technology	3

Department of Exceptional Student Education Bachelor's in ESE Program of Studies

Eight Semester Program: **Fall** Start
(revised March 2011)

Year 1: FALL Semester

EEX 4050	Overview of Programs for Students with Exceptionalities	3 credits
	Note: 15 hours of field work in a school is required	
EEX 2091	Disability and Society (*Prerequisite or EEX 2010*)	3
LAE 4353	Language Arts & Literature: B-8	3

Year 1: SPRING Semester

TSL 4080	Introduction to Theories & Practices of TESOL	3
EDF 3210	Applied Learning Theory	3
EDF 3610	Education in a Multicultural Society	3

Year 1: SUMMER Semester

EEX 4763	Special Education Technology	3
	Course Option 1* (See Notes)	
	Course Option 2* (See Notes)	

Year 2: FALL Semester

EEX 4101	Language & Speech Disorders	3
	Note: 15 hours of field work in a school is required	
EDF 3430	Educational Measurement	3
TSL 4081	TESOL Issues & Practices	3

Year 2: SPRING Semester

EEX 4221	Assessment of Exceptional Individuals	3
EEX 4250	Reading Instruction in Special Education	3
MAE 4350	Principles & Methods: K – 9 School Math	3

Year 2: SUMMER Semester

EEX 4472	Instructional Practices: Moderate & Severe Disabilities	3
EEX 4842	Practicum 1: Moderate & Severe Disabilities	1 (1-3)
	NOTE: 6-9 hours of field work per week is required	
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8	3
	NOTE: Field work in a classroom setting may be required	

Year 3: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities	1 (1-3)
	NOTE: 6-9 hours of field work per week is required	
EEX 4604	Classroom Management	3

Year 3: SPRING Semester

EEX 4946	Student Teaching	4 (4-9)
EEX 4751	Collaboration with Professionals & Families	2
EEX 4932	Developing IEPs	1

* NOTE: Students can select approved course options to enhance the Bachelor's program or remediate university deficiencies.

Appendix C Bachelor's in Early Care and Education (BECE) Course Rotation, Advising Sheet, and Advising Process

COLLEGE OF EDUCATION
Florida Atlantic University

Department of Curriculum and Instruction
Department of Special Education
Bachelor's in Early Care and Education (BECE) Program Sheet
(Revised February, 2022)

First Name: **Last Name:** **Z Number:**

Address: **City:** **Zip:**

Cell Phone #: **FAU Email:** **Year Admitted to FAU:**

Courses	Fall 1 (12 credits)	Cr.	Semester/Year/Grade
(BECE) EEX 3201	Typical/Atypical Child Development: Birth - Age 8	3	Fall
(BECE) EEC 3214	Designing and Imp. a Blended Curriculum: Birth - Age 8	3	Fall
(COE) LAE 4353	Language Arts and Literature: Birth - Grade 8	3	
(COE) EDF 3430	Educational Measurement & Evaluation	3	
Courses	**Spring 1 (14 credits)**	**Cr.**	**Semester/Year/Grade**
(BECE) EEX 3226	Assessment of All Young Children (*Prereq. EDF 3430; EEX 3201; Programmed Major*)	3	Spring
(BECE) EEX 3754	Building Family, Community and School Partnerships	2	Spring
(Open) Elective		3	
(Open) Elective		3	
(Program) Elective		3	
Courses	**Summer 1 (9 credits)**	**Cr.**	**Semester/Year/Grade**
(BECE) EEX 3603	Positive Behavior Supports in Inclusive Early Childhood Settings (*Prereq. EEX 3201; EEX 3226; Programmed Major*)	3	Summer
(BECE) EEX 4112	Language Development and Intervention in Young Children (*Prereq. EEX 3226; Programmed Major*)	3	Summer
(Program) Elective		3	
Courses	**Fall 2 (13 credits)**	**Cr.**	**Semester/Year/Grade**
(BECE) EEC 4313	Blended Early Childhood Methods: Birth - Age 5 (*Prereq. EEX 3226, EEC 3214; Programmed Major*)	4	Fall
(Program) Elective		3	
(Open) Elective		3	
(Open) Elective		3	
Courses	**Spring 2 (12 credits)**	**Cr.**	**Semester/Year/Grade**
(COE) RED 4308	Reading Development I: Birth – Grade 3 (*Prereq. LAE 4353*)	3	
(COE) TSL 4080	Introduction to Theories and Practices of TESOL	3	
(Open) Elective		3	
(Program) Elective		3	

University Deficiencies:

Florida child care agencies and schools require all providers to be fingerprinted and screened for felony convictions. Failure to disclose this information will result in dismissal from the program. Have you ever been arrested, charged with and/or convicted of a misdemeanor or felony?

No_____ Yes_____ (Student Initial One)

I understand this degree program does not fulfill the *Florida Department of Education Teacher Certification* requirements. For further explanation of this statement, visit: http://www.fau.edu/education/academicdepartments/ese/undergrad/#bece

_____
Student [Signature / Date]
Note:: Student signature here indicates acceptance of the BECE program requirements as delineated on this program sheet.

_____
Approved by OASS BECE Advisor [Signature / Date]

_____
Approved by BECE Faculty Advisor [Signature / Date]

_____
Approved by Department Chairperson [Signature / Date]

_____
Approved for Admission by OASS [Signature / Date]

Bachelor's in Early Care and Education Advising Process

Effective November 2017

The Bachelor's in Early Care and Education **(**BECE) is a joint degree program offered by the Department of Curriculum, Culture, and Educational Inquiry (CCEI) and the Department of Exceptional Student Education (DESE). To encourage a comprehensive and effective advising process, students who are admitted into this degree program will be referred to both an *OASS BECE Advisor* and a CCEI *or* DESE *BECE Faculty Advisor*. Detailed below are the steps/processes for BECE advising.

1. **First Contact:** Prospective, transfer, current FAU or current College of Education (COE) students wishing to declare or change majors to Bachelor's in Early Care and Education (BECE) should contact the COE Office of Academic Student Services (OASS). This is the first point of contact in the COE for all students.

2. **Lower Division & Major Specific Analysis:** Applicants are to meet with an OASS general advisor to determine if (a) all lower division/general education requirements are completed, and (b) BECE program's admission requirements have been satisfied.

   If 2(a) and 2(b) conditions are complete, proceed to Step 3.

   If 2(a) and/or 2(b) conditions are NOT complete, student should work with OASS to create a plan for satisfying these conditions. Once satisfied, proceed to Step 3.

3. **Referral for Programming to OASS BECE Advisor:** Once lower division requirements and major specific admission requirements are satisfied, students meet with *OASS BECE Advisor* to conduct an upper division analysis. This will determine required coursework and draft program sheet (i.e., BECE Program Sheet) for BECE degree completion. This draft program sheet is signed by both the student and the OASS BECE advisor and is then forwarded to the student's *BECE Faculty Advisor[1]*.
   Note: steps 2 and 3 may co-occur.

4. **Referral to BECE Faculty Advisor:** Program sheet is reviewed by the *BECE Faculty Advisor.* The faculty advisor will communicate with the *OASS BECE Advisor* and the student to indicate (a) approval of the draft program sheet, or (b) delineate specific required edits to the draft program sheet.

---

[1] The role of the BECE faculty advisor is to provide mentoring, career or professional advice/guidance and to review and approve content of BECE program sheets. Students have the option to meet with the BECE faculty advisor at any point in this process, however, it is strongly recommended that students meet with their BECE Faculty Advisor after Step 3 is complete and at least yearly thereafter.

If 4(a), then the draft program sheet is approved/signed by the *BECE Faculty Advisor* and forward for respective Department Chair (DESE or CCEI) for approval/signature. Proceed to Step 5.

If 4(b), then specific required edits to the proposed program will be delineated by the *BECE Faculty Advisor*. Request for edits will be sent back to *OASS BECE Advisor* and student. Student will again meet with *OASS BECE Advisor* to discuss and sign edited plan (i.e., repeat Step 4).

5. **Department Chair Review:** Once the draft program sheet is signed by the student, OASS BECE and Faculty Advisors, it is then reviewed by respective DESE or CCEI Department Chair. The Department Chair will indicate (a) approval of the draft program sheet, or (b) delineate specific required edits to the proposed program.

If 5(a), then the draft program sheet is signed by the Department Chair and forwarded to OASS for College review, Step 6.

If 5(b), then specific required edits to the proposed program will be delineated by the Department Chair. Request for edits will be sent back to OASS BECE and Faculty Advisors. Student will meet with OASS advisor again to discuss and sign edited plan. Repeat Steps 4 and 5.

6. **College/University Review:** Once the Program Sheet is signed by the student, *OASS BECE Advisor, Faculty Advisor* and *Department Chair*, the program sheet is sent to OASS to be reviewed by the *Associate Director of OASS.* The result of this review will determine if (a) College and University requirements will be satisfied based on the proposed program, or (b) delineate specific required edits to the proposed program.

If 5(a), then the draft program sheet is signed by the *Associate Director of OASS*. Proceed to Step 7.

If 5(b), then specific required edits to the proposed program will be delineated. Requested edits will be sent back to *OASS BECE Advisor* and *Faculty Advisor.* Student will meet with OASS advisor again to discuss and sign edited plan. Repeat step 4, 5 and 6.

7. **Finalization of BECE Program Sheet and Full Admittance to the BECE Major:** Once the program sheet is signed by the student, *OASS BECE Advisor, Faculty Advisor and Department Chair* and the *Associate Director of OASS*, the program sheet is considered final and will be entered into the Degree Audit System (DARS).

8. **Program Changes:** Changes to the approved program of study necessitated by scheduling conflicts, course availability, etc. will be addressed by the OASS advisors in consultation, where appropriate, with faculty advisors.

Appendix D Abstracts of the Rational Value-Added Model

Brady, M. P. (2019). An alternative, curriculum-based value-added model for teacher preparation programs: A research summary. Educational Review, 1-19. Advance online version published July 17, 2019. https://doi.org/10.1080/00131911.2019.1601615

Abstract

Teacher preparation programs (TPPs) find many ways to shape the development of their teacher candidates while bridging the research to practice gap in university and school partnerships. Recently, accountability models built on high-stakes standardized student assessments (Value-Added Models [VAM]) have been mandated as a way to evaluate the effectiveness of teacher and teacher preparation efforts. Adopting a metric with known validity and reliability flaws has unintended consequences that affect teachers, TPPs, and K-12 students. This article examines the current climate surrounding teacher and TPP evaluation, and presents the unintended consequences of using a flawed metric for VAM efforts. The article provides a rationale for an alternative, curriculum-based VAM for TPPs, and summarizes a series of four investigations that explored this model and serve as a rationale for further implementation by other TPPs.

Michael P. Brady Lawrence A. Heiser Jazarae K. McCormick James Forgan Department of Exceptional Student Education
Florida Atlantic University

Abstract

High-stakes standardized student assessments are increasingly used as value-added evaluation models to connect teacher performance to P-12 student learning. These assessments are also being used to evaluate teacher preparation programs, in spite of validity and reliability threats when applied to TPPs three times removed from the data. A more rational model linking student performance to candidates who actually teach these students is presented. Preliminary findings with three candidate cohorts indicate that the majority of their students met their learning objectives, and showed substantial pre-to-post learning gains.

McCormick, J., Brady, M. B., Morris, J. D., Heiser, L. A., & Miller, K. (2019). Further examination of a curriculum-based Value-Added Model for teacher preparation: Exploring the role of teachers' behavior on K-12 student learning. The Teacher Educator, 54(1), 60-71. https://doi.org/10.1080/08878730.2018.1512023

Abstract

Multiple threats to validity and reliability exist when value-added models (VAMs) rely wholly on standardized assessments to measure the relationship between teachers and their K–12 students' learning gains. Research

on a curriculum-based VAM, built on evidence-based practices, continues to establish an explicit link between teacher candidates' instruction and their K–12 students' learning gains. Statistical tests of association were used to analyze measures of student learning and university supervisors' ratings during classroom observations with a department instrument, the Narrative Observation Scale. Results from a sample of 23 teacher candidates revealed that (a) two measures of student learning were related and attributed to candidates' instruction, and (b) 67.6% of the variance in the percentage of K–12 students meeting their specific learning objectives was accounted for by the teacher candidates' mastery of specific classroom management behaviors. Limitations and directions for future research are discussed regarding continued efforts to refine a rational, curriculum-based VAM.

Appendix E Graduate Course Rotation Exceptional Student Education Master's Course Rotation (June 2021)

This schedule represents the intended rotation of graduate courses leading to the Master's degree in Exceptional Student Education. The rotation is provided to assist students to plan their programs several semesters in advance. However, a variety of factors (e.g., low enrollments, budget restrictions) influence the delivery of courses, and the actual schedule might vary. Students should consult with their advisors regarding questions about their courses and programs.

Campus Location Key: **D** = Davie; **B** = Boca Raton; **J** = Jupiter;   **DL** = Distance Learning

Courses	Campus	Fall	Spring	Summer
COE Core				
EDF 6481 Educational Research	D, B, J, DL	X	X	X
STA 6113 Statistics	D, B, J, DL	X	X	X
ESE Core				
EEX 6259 Cognitive / Meta-cognitive Strategies	Boca		X	
EEX 5622 Collaboration & Consultation	DL			X
EEX 6065 Transition	DL	X		
EEX 6027 SPED Seminar	Boca			X
EEX 6971 Thesis EEX 6942 Field Project EEX 6863 Internship	Individually determined	X	X	

Instructional Practices Concentration Area

Courses	Campus	Fall	Spring	Summer
EEX 6225 Assessment	DL or Boca			X
EEX 6121 Language	Boca		X	
EEX 5612 Applied Behavior Analysis	Boca	X	X	
EEX 6247 Program Design	Boca	X		
EEX 5841 Observation & Participation	Schools	X		
EEX 6480 Instructional Design	Boca		X	
EEX 6849 Grad Teaching Practicum	Schools		X	

Courses	Campus	Fall	Spring	Summer

Early Childhood Concentration Area

Courses	Campus	Fall	Spring	Summer
EEX 5015 Survey & Assessment in EC	DL	X	X	
EEX 5017 Atypical Development	DL			X
EEX 5245 EC Methods	Mixed: DL & B	X		
EEX 5755 Families & Communities	DL		X	X
EEX 6707 Early Intervention	DL	X		
EEX 6704 Strategies & Environ - PBS	TBA			

Applied Behavior Analysis Concentration Area

Courses	Campus	Fall	Spring	Summer
	Boca	X	X	
	Boca			X
	Boca	X		
	Boca		X	
	Boca			X
	Boca			X
	Boca		X	

Gifted Education Concentration Area

Courses	Campus	Fall	Spring	Summer
EGI 5302 Theories & Characteristics	DL	X		
EGI 5246 Special Populations	DL		X	
EGI 5305 Creativity	DL	X		
EGI 6235 Designing Programs	DL		X	
SDS 6426 Guidance & Counseling	Mixed: DL & J			X

Courses	Campus	Fall	Spring	Summer

Autism

Courses	Campus	Fall	Spring	Summer
EEX 6095 Nature & Characteristics ASD	DL or Boca	X		
EEX 6210 Diagnosis, Assess & Instructional Decision Making	Boca			X
EEX 6298 Intervention: Social Comm., Academic & Functional	Boca	X		
EEX 6602 Behavior Change & Management	Boca			X

Other

Courses	Campus	Fall	Spring	Summer
EDG 6415 Curriculum, Discipline & Behavior	TBA			
EEX 5051 Exceptional Individual	DL	X		occasional
EEX 6766 Assistive Technology	TBA - DL			
EEX 6515 SpEd Policy & Leadership	DL or Boca	TBA		

Exceptional Student Education
Doctoral Course Rotation
(September 2019)

Semester	Course Prefix	Short Title
Fall 19	EEX 7055	Learning & Behavior
Spring 20	EEX 7618	Advanced ABA
Summer 20	EEX 7795	Cultural Linguistic Diversity
Fall 20	EEX 7525	Legal Issues
Spring 21	EEX 7526	Grant Writing
Spring 21	EEX 7618	Advanced ABA
Summer 21	EEX 7341	Doctoral Seminar
Fall 21	EEX 7055	Learning & Behavior
Spring 22	EEX 7618	Advanced ABA
Summer 22	EEX 7795	Cultural Linguistic Diversity
Fall 22	EEX 7525	Legal Issues
Spring 23	EEX 7526	Grant Writing
Spring 23	EEX 7618	Advanced ABA
Summer 23	EEX 7341	Doctoral Seminar
Fall 23	EEX 7055	Learning & Behavior
Spring 24	EEX 7618	Advanced ABA
Summer 24	EEX 7795	Cultural Linguistic Diversity
Fall 24	EEX 7525	Legal Issues
Spring 25	EEX 7526	Grant Writing
Spring 25	EEX 7618	Advanced ABA
Summer 26	EEX 7341	Doctoral Seminar

ALSO: EEX 7938 *Seminar in ESE Leadership* (1 credit) is offered every Fall and Spring semester. Topics follow a 6-seminar rotation:

Seminar 1:   The Triad of Professional Activities in Higher Education
Seminar 2:   Orientation to Research

Seminar 3: Professional Dissemination I
Seminar 4: Professional Dissemination II
Seminar 5: Traditional Course Development and College Teaching
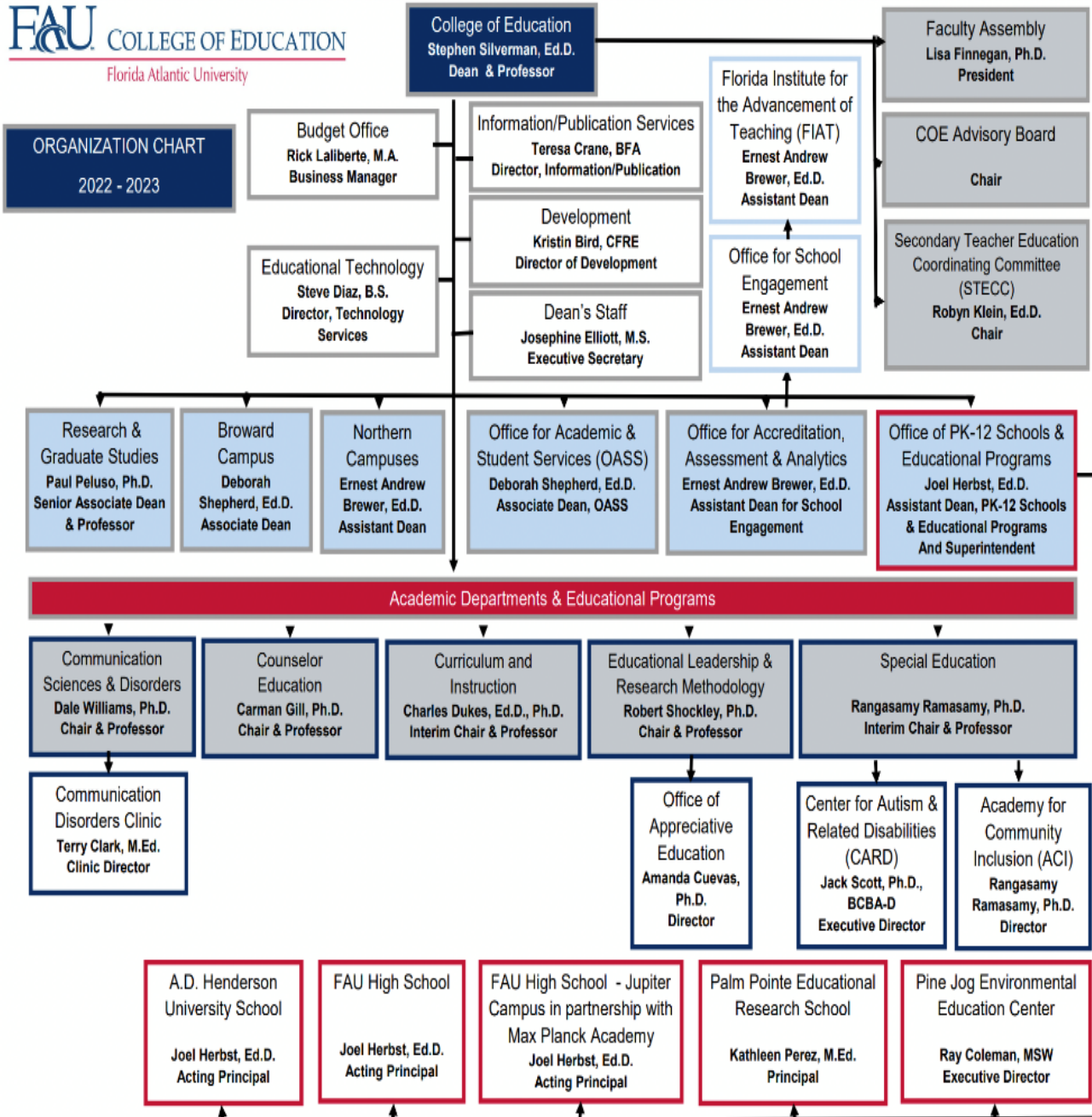Seminar 6: Web-based Course Development and College Teaching

Appendix G Doctoral Graduates: Department of Exceptional Student Education (Chronological)

Appendix G Doctoral Graduates: Department of Exceptional Student Education (Chronological)

ESE Doctoral Student	Date of Completion	Current Position	Place of Employment
Stephen Richards	1990	Associate Professor	West Liberty University
Paula Willits	1991	Executive Editor	Jossey-Bass Higher Education
Peggy Goldstein	1994	Adjunct Professor	Florida Atlantic University
Beverly Warde	1995	Retired	
Monica Lambert	1996	Associate Dean for Academic Partnerships	Appalachian State University
Melise Bunker	1997	Retired	
Kimberly Curry	1997	Retired	
Andrea Babkie	1999	Associate Editor	Intervention in Schools and Clinic
Claudia Clark	2000	Deceased	
Doug Carothers	2002	Professor	Florida Gulf Coast University
Margarita Bianco	2003	Associate Professor	University of Colorado-Denver
Cassandra Keller	2003	Director	Tree Top Academy
Mary Provost	2003	District educator	Palm Beach County
Barbara Fries	2004	Speech-language Pathologist	St. Mary's Hospital
Susan Zinkil	2004	Director of ESE	Cherokee County GA
Rebecca Schnirman	2005	Finance Officer	Palm Beach County
Janet Goodman	2005	Chief Administrative Officer	Haralson County GA
Debra Leach	2007	Professor	Winthrop University
Kavin Ming	2007	Professor	Winthrop University
Jessica Bucholz	2007	Associate Professor	University of West Virginia

Patricia Oliver	2008	Behavioral Consultant	Oliver Behavioral Consultants
Kyle Bennet	2009	Associate Professor	Florida International University
Kim Di Lorenzo	2010	Speech-language pathologist	Palm Beach County
Jamie Worrell	2011	Special Education Director	Florida Virtual Schools
Janice Russell	2012	Teacher	Palm Beach County
Mary Taber	2013	Special Education Teacher	Martin County
Carla Rody	2013	Special Education Teacher	Broward County
David Garcia	2013	Managing Partner	Behavior Analysis Inc.
Lynn Jackson	2014	Associate Professor	Community of Rhode Island
Eliza Cruz-Torres	2015	Visiting Professor	Florida Atlantic University
Jessica Cadette	2015	Manager	Florida Early Steps
Toby Honsberger	2015	Principal	The Learning Academy
Kerri Morse	2015	Consultant	Morse Consulting Group
Christine Honsberger	2017	Early Intervention Services Manager	Els for Autism Foundation
Elena Webb	2020	Teacher	Palm Beach County
Sylvia Collazo	2021	Early Childhood Specialist	University of Oregon

Appendix H College of Education Organizational Chart

FAU COLLEGE OF EDUCATION
Florida Atlantic University

ORGANIZATION CHART
2022 - 2023

College of Education
Stephen Silverman, Ed.D.
Dean & Professor

Budget Office
Rick Laliberte, M.A.
Business Manager

Information/Publication Services
Teresa Crane, BFA
Director, Information/Publication

Development
Kristin Bird, CFRE
Director of Development

Dean's Staff
Josephine Elliott, M.S.
Executive Secretary

Educational Technology
Steve Diaz, B.S.
Director, Technology Services

Florida Institute for the Advancement of Teaching (FIAT)
Ernest Andrew Brewer, Ed.D.
Assistant Dean

Office for School Engagement
Ernest Andrew Brewer, Ed.D.
Assistant Dean

Faculty Assembly
Lisa Finnegan, Ph.D.
President

COE Advisory Board
Chair

Secondary Teacher Education Coordinating Committee (STECC)
Robyn Klein, Ed.D.
Chair

Research & Graduate Studies
Paul Peluso, Ph.D.
Senior Associate Dean & Professor

Broward Campus
Deborah Shepherd, Ed.D.
Associate Dean

Northern Campuses
Ernest Andrew Brewer, Ed.D.
Assistant Dean

Office for Academic & Student Services (OASS)
Deborah Shepherd, Ed.D.
Associate Dean, OASS

Office for Accreditation, Assessment & Analytics
Ernest Andrew Brewer, Ed.D.
Assistant Dean for School Engagement

Office of PK-12 Schools & Educational Programs
Joel Herbst, Ed.D.
Assistant Dean, PK-12 Schools & Educational Programs And Superintendent

Academic Departments & Educational Programs

Communication Sciences & Disorders
Dale Williams, Ph.D.
Chair & Professor

Counselor Education
Carman Gill, Ph.D.
Chair & Professor

Curriculum and Instruction
Charles Dukes, Ed.D., Ph.D.
Interim Chair & Professor

Educational Leadership & Research Methodology
Robert Shockley, Ph.D.
Chair & Professor

Special Education
Rangasamy Ramasamy, Ph.D.
Interim Chair & Professor

Communication Disorders Clinic
Terry Clark, M.Ed.
Clinic Director

Office of Appreciative Education
Amanda Cuevas, Ph.D.
Director

Center for Autism & Related Disabilities (CARD)
Jack Scott, Ph.D., BCBA-D
Executive Director

Academy for Community Inclusion (ACI)
Rangasamy Ramasamy, Ph.D.
Director

A.D. Henderson University School
Joel Herbst, Ed.D.
Acting Principal

FAU High School
Joel Herbst, Ed.D.
Acting Principal

FAU High School - Jupiter Campus in partnership with Max Planck Academy
Joel Herbst, Ed.D.
Acting Principal

Palm Pointe Educational Research School
Kathleen Perez, M.Ed.
Principal

Pine Jog Environmental Education Center
Ray Coleman, MSW
Executive Director

Appendix I ESE Faculty Summary CVs

Sharon M. Darling, PH.D.

Professional Preparation

Ph.D. 2003
Georgia State University, Atlanta, Georgia
Specialization: Education of Students with Exceptionalities –Severe Disabilities/Early Childhood Special Education

M.Ed. 1997
Georgia State University, Atlanta, Georgia Major: Early Childhood Special Education

B.A. 1993
University of Miami, Coral Gables, Florida
Majors: Special Education- Interrelated Special Education and Psychology

Appointments

Associate Professor, 2008-present Department of Exceptional Student Education College of Education
Florida Atlantic University, Boca Raton, FL

Assistant Professor, 2004-2008
Department of Exceptional Student Education College of Education
Florida Atlantic University, Boca Raton, FL

Assistant Professor, 2002-2004 Department of Early Childhood Studies College of Education
Boise State University, Boise, ID

Selected Peer-Reviewed Publications

Hall-Pistorio, K., Brady, M. P., Kearney, K., Darling, S.M., Bucholz, J., & . Finnegan, L. (2021): Small group-delivered literacy based behavioral interventions for young children, *Journal of Applied School Psychology*, DOI: 10.1080/15377903.2021.1926033

Nguyen, N., Darling, S., Peralta, C., Mosier, W., & Garnett, W. (2021). A collaborative and supplemental model to enhance early language and reading skills. *The Reading Teacher. 74*(4), 469-473. DOI: https://doi: 10.1002/trtr.1984

October 2022 1

EDG 4419 EEX 6707 EEX 2010 EEX 3226 EEX 2091 EEX 4050

Organizing Classrooms and Managing Behavior Early Intervention Services*
Survey of Exceptionalities
Assessment of ALL Young Children

Disability and Society Overview of Exceptionalities

Dukes, C., Darling, S. M., & Kearney, K. B. (2020). Disability and dating: Examining
the social conversation on Twitter®. *Inclusion, 8*(4), 293-302. DOI: 10.1352/2326-6988-8.4.293

Dukes, C., & Darling, S. M. (Eds.) (2017). Common core state standards and students
severe disabilities [Special Issue]. *Research and Practice for Persons with Severe Disabilities, 42*(3).

Dukes, C., Darling, S. M., & Bielskus-Barone, K. (2017). State's description of common core
state standards to support students with severe disabilities. *Research and Practice for Persons with Severe Disabilities,* 143-154.

Dukes, C., Darling S. M., & Gallagher, P. (Eds.) (2016). Preparing teachers for a global
society: What teacher educators need to know and should be prepared to do. [Special Issue]. *Teacher Education and Special Education, 39*(3).

Dukes, C., & Darling, S. M. (Eds.). (2014). *Special Education Teacher Education in the
21st Century: Evolving Approaches?* [Special Issue]. *Teacher Education and Special Education, 37*(1).

Courses Taught Department of Exceptional Student Education, Florida Atlantic University

EEX 5015 Survey & Assessment in Early Childhood

EEX 5017 Atypical Development

Curriculum, Culture, and Educational Inquiry Department, Florida Atlantic University

EEC 3214 EEC 5225 EEC 5050 EEC 6275 EEC 6405 EDG 7906 EEC 4112

Designing and Implementing a Blended Curriculum Guiding Young Children*
Early Childhood Education*
Curriculum Enrichment in Early Childhood* Community School Concepts*

Early Childhood Research (Independent Study) B-5 Methods

Community Engagement or Outreach

Editorial Board Member, *Research and Practice for Persons with Severe Disabilities (RPSD) (*appointed) 2022-present.

Editorial Board Member, *Young Exceptional Children* (appointed) 2016-2021 Associate Editor, *Young Exceptional Children* (appointed) 2011-2016 Member, School Advisory Committee, Nova High School, 2019-present

Charles Dukes, EdD, PhD

Professional Preparation

PhD, Experimental Psychology, Florida Atlantic University (FAU), Boca Raton, FL, 2019

EdD, Special Education and Curriculum and Instruction, Florida International University, Miami, FL, 2002

MEd, Special Education, University of Houston, 1994

BS, Florida Agricultural and Mechanical University, Psychology, Tallahassee, Florida, 1992

BS, Florida Agricultural and Mechanical University, Philosophy, Tallahassee, Florida, 1992

Appointments

Professor and Interim Chair, Department of Curriculum and Instruction, FAU-College of Education (COE), Boca Raton, FL, 2021-present

Professor and Doctoral Coordinator, Department of Special Education (formerly-Exceptional Student Education), FAU-COE, Boca Raton, FL, 2019-present

Associate Professor and Doctoral Coordinator, Department of Exceptional Student Education, FAU-COE, Boca Raton, FL, 2008-2018 (Doctoral Coordinator from 2011)

Assistant Professor, Department of Exceptional Student Education, FAU-COE, Boca Raton, FL, 2003-2008

Visiting Assistant Professor, Department of Exceptional Student Education, FAU-COE, Boca Raton, FL, 2002-2003

Site Coordinator for the University of Miami Center for Autism and Related Disabilities (C.A.R.D.) Satellite, FAU-COE, Boca Raton, FL,, 2000-2002

Special Education Teacher, North Miami Beach High School, Miami-Dade Public Schools, Miami, FL, 1996-2000

Special Education Teacher, Ely High School, Broward County Public Schools, Pompano Beach, FL,1996-2000

Special Education Teacher, Sunset Educational Center, Broward County Public Schools, Ft. Lauderdale, FL,1994-1995

Special Education Teacher, Harris County Juvenile Detention Center, Houston

Independent School District Houston, TX, 1992-1994

Selected Peer-Reviewed Publications

Kearney, K. B., Brady, M. P., Bennett, K. D., Joseph, B., & Dukes, C. (2022). Using covert audio coaching to teach "small talk" to a college student with autism and intellectual disability. *Journal of Inclusive Postsecondary Education, 3(2), 1-13.*

Wahlbrink, L. L., Dukes, C., Brady, M. P., Bennett, K. D., & Wilson, C. L. (2022). Use

of an iPhone to enhance interpersonal daily living skills in the community for adolescents with Autism Spectrum Disorder. *Inclusion, 10(2), 91-103.* DOI:10.1352/2326-6988-10.2.91

Morse, K. P., Dukes, C., Brady, M. P., Duffy, M. L., & Frain, M. (2021). Using an iPad job coaching intervention to enhance food preparation skills for individuals with developmental disabilities. *Journal of Vocational Rehabilitation*, 55(235-249). DOI:10.3233/JVR-211160

Dukes, C., Ming, K., Finnegan, L. & Miller, K. (2021). Culturally responsive literacy instruction: How is it reflected in the literature? *Multicultural Learning and Teaching*, 0200002. https://doi.org/10.1515/mlt-2020-0002

Kearney, K. B., Darling, S. M., & Dukes, C. (2020). Disability and dating: Examining the Twittersphere. *Inclusion*, 8(4), 293-302. DOI: 10.1352/2326-6988-8.4.293

Selected Other Publications or Products/Grants

Dukes, C., Darling S., M., & Rivera, C. J. (Eds.). (in press). Examining the intersection of race, ethnicity, culture, and language : Re-Imagining schooling for people for people of color with severe disabilities [Special section]. *Research and Practice for Persons with Severe Disabilities*.

Dukes, C., & Darling, S. M. (Eds.) (2017). Common core state standards and students

severe disabilities [Special Issue]. *Research and Practice for Persons with Severe Disabilities, 42*(3).

Dukes, C., Darling S. M., & Gallagher, P. (Eds.) (2016). Preparing teachers for a global

society: What teacher educators need to know and should be prepared to do. [Special Issue]. *Teacher Education and Special Education, 39*(3).

Dukes, C., & Darling, S. M. (Eds.). (2014). *Special Education Teacher Education in the21st Century: Evolving Approaches?* [Special Issue]. *Teacher Education and Special Education, 37*(1).

Dukes, C., & Lamar-Dukes, P. (Eds.). (2009). Diversity: What we know, what we need

to know, and what we need to do. [Special Issue]. *Research and Practice for Persons with Severe Disabilities, 34*(3-4)*.*

Courses Taught

EDG 1930 Evolution for Everyone (University Honors Program)^

EDG 2091 Disability and Society (University Intellectual Foundations Program)#

EEX 4472 Instructional Practices: Moderate to Severe Disabilities

EEX 4601 Behavior Change Strategies

EDG 4419 Building Classroom Management and Discipline

EEX 4070 Inclusive Education for General Educators

EEX 4604 Classroom Management

EEX 5612 Applied Behavior Analysis*

EEX 5602 Behavior Change and Management Strategies*

EEX 6247 Designing Programs for Students in Special Education*

EEX 7055 Learning and Behavioral Characteristics of Individuals with Disabilities*

EEX 7341 Doctoral Seminar in Exceptional Student Education*

EEX 7938 Seminar in Exceptional Student Education Leadership*

EEX 7945 Internship*

^ Indicates course developed for the FAU University Honors Program

# indicates course developed for the FAU University Intellectual Foundations

Program

*Indicates graduate level course

Community Engagement or Outreach

Associate Editor, *Research and Practice for persons with Severe Disabilities* (2022-2025)

Editor, TASH *Connections*   (2011-2013)

Chair, Publications Committee for Teacher Education Division (TED) for the Council for Exceptional Children (CEC)   (2013-2016)

Member, Ex-office, TASH Board (2011-2013)

Member, TASH Conference Committee (2009-2010)

Member, TASH Board Nominations Committee (2009-2010)

Lisa A. Finnegan, Ph. D.

Professional Preparation

Ph. D. 2013, University of Central Florida, Orlando, Florida, Specialization: Exceptional Student Education

M. Ed. 2010, University of Central Florida, Orlando, Florida, Specialization: K-8 Math & Science Education

Post-Bachelors 1997, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

Alternative Teaching Certificate Program for Students with Learning Disabilities & Emotional Behavior Disabilities

BA. 1990, University of Wisconsin-Green Bay, Green Bay, Wisconsin, Major/Minor: Psychology and Human Development

Appointments

Associate Professor, Department of Special Education, FAU – College of Education, 2020- present

Assistant Professor, Exceptional Student Education Department, FAU – College of Education, 2015-2020

Director of Curriculum & Instruction K-12, UCP of Central Florida Charter School System, Orlando, FL 2013-2015

Graduate Research Assistant, Department of Children, Family, and Community Sciences

University of Central Florida, Orlando, FL 2010-2013

Mathematics and Science Teacher, Grades 5-8, Page Private School, Orlando, FL 2003 - 2010

K- 3rd Grade ESE Teacher, Seminole County Public Schools, Lake Mary, FL 2001-2003

First Grade Teacher, Page Private School, Orlando, FL 1998-2001

Selected Peer-Reviewed Publications

Refereed Journal Publications

Hall Pistorio, K., Brady, M. P., Kearney, K., Darling, S., Bucholz, J. & **Finnegan, L. A.** (2021). *Small group-delivered literacy based behavioral interventions for young children.* Journal of Applied School Psychology, DOI: 10.1080/15377903.2021.1926033

Ming, K., Dukes, C., **Finnegan, L.**, & Miller, M. (2021) *Culturally responsive literacy instruction: How is it reflected in the literature?* Multicultural Learning and Teaching (DGMLT)

Kearney, K., Joseph, B., **Finnegan, L. A.**, & Wood, J. (2020). *Using a peer-mediated instructional package to teach college students with intellectual disabilities to navigate an inclusive university campus.* Journal of Special Education.

Finnegan, L. A., Miller, K. M., Randolph, K., Bielkus-Barone (2019). Supporting student knowledge using formative assessment and universal design for learning expression. *The Journal of Special Education Apprenticeship, 8*(2), Article 7, p 1-14, Retrieved from https://scholarworks.lib.csusb.edu/josea/vol8/iss2/7/

Finnegan, L. A., & Dieker, L. A. (2019). Universal design for learning-representation and science content: A pathway to expanding knowledge, understanding, and written explanations. *Science Activities*, *56*(1), 11-18.

Courses Taught

Courses taught in the Exceptional Education Department, Florida Atlantic University

EEX 3603   Positive Behavior (Early Childhood teacher preparation)

EEX 4112   Language Development (Early Childhood teacher preparation)

EEX 4604   Classroom Management (Exceptional Student Education teacher preparation)

EEX 4066   Instructional Practices for Students with mild Disabilities (Exceptional Student Education teacher preparation)

EEX 4070   Inclusive Education for General Educators (Elementary Education teacher preparation)

EEX 4616   Classroom Management for Inclusive Elementary Schools (Elementary Education teacher preparation)

EEX 4776   Professional Development & Disability (All Majors)

EEX 4934   Honors Seminar in ESE (Co-taught with Dr. Dukes & Dr. Darling)

EEX 4937   Extended Project (2 credit undergraduate research course for a student needing to meet undergraduate credit requirement)

EEX 6225   Assessment & Evaluation* (Exceptional Student Education teacher preparation)

EEX 6480   Instructional Design in Special Education* (Exceptional Student Education teacher preparation)

EEX 6942   Field Project in Exceptional Student Education* (Exceptional Student Education teacher preparation)

EEX 7906   Directed Independent Study**

EEX 7945   Internship**

* Indicates masters level course

** Indicates doctoral level course

Community Engagement or Outreach

Treasurer for *Florida Council for Exceptional Children* 2022- present

Field Reviewer for *Science & Children* 2020 -present

Field Reviewer for *Action in Teacher Education*, 2018 - present

Editorial Board Member for *International Research in Higher Education*, 2015 - present

Conference Proposal Reviewer of the Council for Learning Disabilities conference, 2020

Field Reviewer for *Science Activities*, 2019 -present

Conference Proposal Reviewer of the Florida Educational Research Association conference, 2018-2019

Conference Proposal Reviewer of the Council of Exception Children Teacher Education Division (CEC TED) conference, 2015 - present

<div align="center">

JAMES W. FORGAN, PH.D.

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Professional Preparation

Ph.D. 1997 University of Miami, Miami, Florida

Learning Disabilities and Psychology

M.S.   1990 Florida State University, Tallahassee, Florida

Emotional Disturbances/Learning Disabilities

B.S.   1990 Florida State University, Tallahassee, Florida

Emotional Disturbances/Learning Disabilities

Appointments

2005-Present   Associate Professor, Department of Special Education

Florida Atlantic University, Jupiter, FL

1998-2005   Assistant Professor, Department of Special Education

Florida Atlantic University, FL

1997-1998   Assistant Professor of Special Education, Department of Education,

Georgia Southwestern State University, Americus, GA

Peer Reviewed Publications (Refereed Articles)

Brady, M. P., Heiser, L. A., McCormick, J. K., & Forgan, J. (2016, July). Value-added models for teacher

preparation programs: Validity and reliability threats, and a manageable alternative. In *The*

Educational Forum (Vol. 80, No. 3, pp. 339-352). Routledge.

  Balsamo, N. & Forgan, J. W. (in press). *Parents quick start guide to dyslexia.*

Routledge, NY.

Balsamo, N. & Forgan, J. W. (2022). *Parents quick start guide to autism spectrum disorder.*
Routledge, NY.

Forgan, J. W. & Richey, M. A. (2019). *The ADHD empowerment guide: Identifying your child's strengths and unlocking potential.* Austin, TX: Prufrock Press.

Richey, M. A. & Forgan, J. W. (2017). *Stressed out!: Solutions to help your child manage and overcome stress.* Austin, TX: Prufrock Press.

Courses Taught

Courses Taught at Florida Atlantic University (2014-present)

EEX 4101 Language and Speech Disorders

EEX 4112 Language Development and Intervention in Young Children

EEX 4221 Assessment of Exceptional Individuals

EEX 4250 Reading Instruction in Special Education

EEX 4066 Instructional Practices for Students with Mild Disabilities

EEX 4070 Inclusive Education for General Educators

EEX 4932 Developing Individual Education Programs

EEX 4751 Collaboration with Professionals and Families

EEX 5622 Collaboration and Consultation Skills of Educators

EEX 6942 Field Project

EEX 6905 Directed Independent Study

Service

Member of University Committees

Learning Disabilities Substitution Committee, 1999-present

Member of College Committees

College Standard 1 Committee Member, 2012- 2014

Dissertation of the Year Committee Member 2018- present

Member or Chairperson of Department Committees

ESE Petitions Committee Member, 2001– 2020

SPE Committee Member 2019-present

Promotion and Tenure committee member, 2020

SPE Committee Chairperson, 2020.

Katie Martin Miller, Ph.D.

Professional Preparation

Ph.D., Education: Exceptional Student Education Track, University of Central Florida, Orlando, Florida, 2013

M.S., Childhood Special Education, Daemen College, Amherst, New York, 2005

B.S., Childhood Education and Special Education, Concentration: Social Studies, Daemen College, Amherst, New York, 2004

Appointments

Associate Professor, Department of Special Education, Florida Atlantic University, Boca Raton, FL, August 2014 - present.

Postdoctoral Associate, National Urban Special Education Leadership Initiative, University of Central Florida, Orlando, FL, 2013 - 2014.

Adjunct Professor, Childhood and Special Education, Niagara University, Lewiston, NY, 2013 - 2014.

Project Assistant, Project ASD (CFDA 84.325K)**,** P.I.: Dr. Wilfred Wienke, Co-P.I.: Dr. Cynthia Pearl. University of Central Florida, Orlando, FL. 2010 - 2013.

Graduate Research Assistant, Bridges Project (CFDA 84.325T)**,** P.I.: Dr. Mary Little. University of Central Florida, Orlando, FL. 2010 - 2013.

Selected Peer-Reviewed Publications

Launder, S*, **Miller, K.M.,** & Wood, J*. (2022). Examining the impact of virtual procedural facilitator training on opinion writing of elementary school-aged students with autism spectrum disorders. *Education and Training in Autism and Developmental Disabilities, 57* (2) 216-228. *doctoral student

Ming, K., Dukes, C., Finnegan, L.A., & **Miller, K.M**. (2021). Culturally responsive literacy instruction. How is it reflected in the literature? Submitted to Multicultural Learning and Teaching. Available online doi:10.1515/mlt-2020-0002

Fisher, K., & **Miller, K.M.** (2021). Legislative advocacy for special educators. TEACHING Exceptional Children, 53 (3), 244-252. doi:10.1177/0040059920970988

Hashey, A., **Miller, K.M.,** & Foxworth, L. (2020). Combining universal design for learning and self-regulated strategy development to bolster writing instruction. Intervention in School and Clinic. 1-7. Available online first: doi: 10.1177/1053451220910733.

Brady, M.B., & **Miller, K.M.** (2018). Are value-added models diminishing the value of teachers and teacher educators? An alternative VAM that shows the impact of effective educators. In D. Yendol-Hoppey & D. Hoppey (Eds.), *Outcomes of high-quality clinical practice in teacher education* (pp. 105-128). Information Age Publishing Inc.

Miller, K.M., & Little, M. (2017). Examining the effects of self-regulated strategy development in combination with video self-modeling on writing by third grade students with learning disabilities. *Exceptionality, 26*(3), 1-25.

Selected Other Publications or Products/Grants

Presentations

Miller, K.M. (2020, July). *Building written expression skills for students with ASD*. Virtual presentation at the University of Florida CARD Summer Literacy Institute.

Flanagan, S., & **Miller, K.M.** (2020, October). *A Tale of Two States: Teachers Writing Practices and Implication.* Accepted to present at the Council for Learning Disabilities (CLD) Annual Conference, Virtual format.

Miller, K.M., Anderson, S., Finnegan, L., & Launder, S*. (2020, October). *Easy as TEAC? Using strategy instruction for planning and drafting and the impact on 8th grade students' essay writing*. Accepted to present at the International Literacy Association Annual Conference, Columbus, OH. *doctoral student

Miller, K.M., Finnegan, L.A., & Darling, S. (2019, November). *Advocacy for action to support education: Conversations about engaging our students in the process*. Teacher Education Division of the Council for Exceptional Children, Annual Conference, New Orleans, LA.

Nagro, S., Rodriguez, J., **Miller, K.M.,** West, J., & VanLone, J. (2019, November). *Five unique approaches to activating advocacy and influencing special education policy.* Teacher Education Division of the Council for Exceptional Children, Annual Conference, New Orleans, LA.

Miller, K.M., & Spencer, S.A. (2017). When writing isn't easy or fun. In W. Murawski, & K. James, (Eds.), *What Really Works for Special Learners* (pp.49-59). Corwin Press.

Courses Taught

Florida Atlantic University

EEX 4070: Inclusive Education for General Educators

EEX 4250: Reading Instruction for Special Education

EEX 4763: Special Education Technology (online)

EEX 4946: Student Teaching for Exceptional Student Education

EEX 6247: Designing Programs for Special Education* (hybrid)

EEX 6259: Cognitive and Metacognitive Strategies*

EEX 6480: Instructional Design in Special Education*

EEX 6942: Field Project in Exceptional Student Education*

EEX 7055: Learning and Behavioral Characteristics of Individuals with Disabilities*

EEX 7918: Pre-Candidacy Research in Special Education*

EEX 7945: Internship*

EEX 7980: Dissertation*

*graduate level

Service

<u>Professional Service</u>

Council for Exceptional Children, member since 2010.

Teacher Education Division

- Professional Development Committee, 2014-present
- Research Committee, 2012-present
- Annual Conference Proposal Reviewer, 2014-present

Division of Learning Disabilities Division

Technology and Media Division

Florida State Chapter, 2010-present

- Annual Conference Proposal Reviewer, 2010-present

Council for Learning Disabilities, member since 2011

Technology Committee, 2012-present

Annual Conference Proposal Reviewer, 2015-present

<u>Grant Reviewer</u>

Peer Reviewer, Office of Special Education Programs at the U.S. Department of Education Grant Competition: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel, (CFDA#84.325D) Competition, Spring, 2017, Spring 2021, Summer 2022.

Dr. Jack Scott

Professional Preparation

Ph.D. University of Florida. 1988. (Special Education)

M.Ed. University of West Florida. 1979. (Educational Leadership)

BA. State University College of New York at Cortland, NY. 1972. (History)

Appointments

<u>Associate Professor and Program Executive Director</u>. Florida Atlantic University, Boca Raton, Florida. (1991-present). Teach graduate and undergraduate courses in behavioral disorders, autism, and behavior analysis, advise students, conduct research, supervise practicum and internship students. In addition, I serve as the executive director of the Center for Autism and Related Disabilities at Florida Atlantic University supervising a staff of 18 at three locations in the provision of autism clinical services in a five-county region.

Selected Publications

Chow, N., Debbaudt, D., Beardon., Cossburn, K., & Scott, J. (in press). Autism and operational policing, in Autism and the Law (eds). F. Volkmar, R. Loftin, L. Westphal, & M. Woodbury-Smith.

Scott, J., et al, (2018). I was the initiator and primary author of the Autism Society of America special *White Paper on Autism Safety* document. I presented this document to the federal National Institutes of Mental Health, Interagency Autism Coordinating Committee (IAAC), October 17, 2018.

This meeting is archived at https://iacc.hhs.gov/meetings/iacc-meetings/2018/full-committee-meeting/october17/

Scott, J. & Bennett, K. (2012). Applied behavior analysis for students with Autism Spectrum Disorders, In R.L Simpson and D. Zager (Eds). Autism Spectrum Disorders, Reston, VA: Council for Exceptional Children.

Scott, J, Leach, D., & Bucholz, J. (2007). Organizing the inclusive early elementary classroom. In M. LaRoche and S. Darling (eds). *The early elementary inclusive classroom*. Boston: Allyn and Bacon.

Scott, J. & Baldwin, W.L. (2005). The challenge of early intensive intervention. In D.   Zager (ed). Autism: Identification, Education and Treatment, (3rd ed.) Hillsdale,   NJ: Lawrence Erlbaum Associates.

Scott, J. (1996). Recruiting, selecting, and training teaching assistants. In C. Maurice &   G. Green (Eds.), <u>Behavioral intervention for young children with autism: A   manual for parents and professionals</u>. Austin, TX: ProEd.

Service Highlights

Member, Professional Advisory Board, Autism Society of America. Appointed July 2015.

RANGASAMY RAMASAMY

Professional Preparation

Ph.D.   1992   University of Arizona, Tucson, Arizona

                       Major: Special Education and Rehabilitation

                       Minor: Bilingual Education & Educational Administration

M.A.	1987	New Mexico Highlands University
		Major: Special Education
M.Ed.	1985	Himachal Pradesh University, Simla
		Major: Secondary Education
M.Sc.	1979	University of Madras, Madras
		Major: Geography, Minor: Statistics
B.Ed.	1980	Teachers College, Saidapet, Madras
		Major: Secondary Education, Minor: Reading
B.A.	1977	University of Madras
		Major: Geography, Minor: Economics & Statistics

Appointments

Interim Chair, Jan 2022-Present, Department of Special Education, College of Education, Florida Atlantic University, Boca Raton, FL

Holmes Program Coordinator, College of Education, 2017 – Present

Professor, 2003-Present, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

Senior Fellow and Professor, 2004 July-Dec., Early Childhood and Special Needs Education,

National Institute of Education, Nanyang Technological University, Singapore.

Associate Professor, 1997-2003, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

Assistant Professor, 1995-1997, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

Selected Peer-Reviewed Publications

Richards, S., Taylor, R., Ramasamy, R. (2014) *Single subject research: Applications in educational and*

   clinical settings (2nd ed.). Belmont, CA: Wadsworth, Cengage Learning.

Ramasamy, R. (2021) Advocating for the Future PK-12 Student Today. Diverse Issues in Higher Education. Nov 12, 2021

Brown, V., & Ramasamy, R. (2017). Changing faculty perspective of distance learning through

support. *Journal of eLearning. 14 (3), 29-35.*

Finn, L., Ramasamy, R., Dukes, C., & Scott, J. (2015). Using WatchMinder to increase the on-task

behavior of students with autism spectrum disorder, *Journal of Autism and Developmental Disabilities*,

45, 1408-1418.

Selected Other Publications or Grants

Presentations

Ramasamy, R., (2021). Preservice teachers' perception of effective teacher characteristics:
Exploring a Decade of Teachers' Experiences in the Classroom. Paper presented during the AACTE 73rd
Annual Conference.

Ramasamy, R., & McCormick, J. (2020). Preservice Teachers' Understanding of Autism and

Collaboration Skills: Classroom Intervention through Presentation. DADD Conference, Sarasota, FL

Collazo, S., & Ramasamy, R. (2019). Knowledge and Perspective of STEAM Education Among

Infant and Toddler Teachers: Implications for Early Childhood Special Education Professionals. Paper
presented at the Teacher Education Division (TED) CEC Conference in New Orleans, Louisiana.

McCormick, J. & Ramasamy, R. (2018). Classroom management: Professionalism and

disposition as they relate to structure, expectation, instruction, and responding behavior. Paper
presented at the 2018 Annual Eastern Educational Research Association Conference in Clearwater,
Florida.

Ramasamy, R., & McCormick, J. (2017). Understanding autism and collaboration skills:

Evaluation of asynchronous presentation for postsecondary students. Paper presented at the Ninth
International Conference at the Society for the Advancement of Behavior Analysis in Paris, France,
2017.

Synergistic Activities

NTT COE Committee (Chair) 2019-present

DSE Dept SPE Committee

International Committee, 2008-present

Library representative for the department, 2013-2021

Faculty Search Committee member for Communication Sciences and Disorders Department, 2022

Doctoral Admission Committee, 1996-present

Doctoral Committees for 3 students, supervise doctoral intern's teaching

Courses Taught

EEX 4050   Overview of Programs for Students with Exceptionalities

EEX 4070   Inclusive Education for General Educators

EEX 4419   Building Classroom Management and Discipline

EEX 5051   Individuals with Disabilities

EEX 5612   Applied Behavior Analysis

EEX 6602   Behavior Change and Management Strategies

Elisa Cruz-Torres, Ed.D, BCBA-D

Professional Preparation- (Degrees and Institution)

Ed.D., Special Education, Florida Atlantic University, Boca Raton, FL, May 2015

> DISSERTATION: Promoting Daily Living Skills for Adolescents with Autism Spectrum Disorders via Parent Delivery of Video Prompting on the iPad

Applied Behavior Analysis Program, online, Florida Institute of Technology, Melbourne, FL, Fall 2010

M.Ed., Curriculum and Instruction, Florida Atlantic University, Boca Raton, FL, August 2009

B.A., Psychology, Moravian College, Bethlehem, PA, May 1997

Appointments (Job History)

2015 – Present

Florida Atlantic University: Boca Raton, FL

Visiting Instructor – Department of Special Education

ABAI® Verified Course Sequence Coordinator

2010 – 2018 FAU Center for Autism and Related Disabilities: Boca Raton, FL

Clinical Support Specialist

Assistant Director

Consultant and Research Coordinator

2002 – 2010 Palm Beach County School District: Royal Palm Beach, FL

Emotional/Behavioral Disabilities teacher

2002 – 2002 Northampton County MH/MR: Bethlehem, PA

Intensive Case Manager for Children and Adolescents

Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications)

Cruz-Torres, E. (2020). Working with behavior challenges. In Cunningham, A. Counseling adults with autism: A comprehensive toolkit (pp. 158-181). Abingdon, UK: Taylor & Francis/Routledge

Randolph, K.M., Chubb, C. S., Hott, B. L., & Cruz-Torres, E. (2021) iCoaching behavior-specific praise in a rural classroom. Rural Special Education Quarterly, 40(2). doi:10.1177/8756870520982302

Cruz-Torres, E., Duffy, M. L., Brady, M. P., Bennett, K., & Goldstein, P. (2020). Promoting daily living skills for adolescents with autism spectrum disorder via parent delivery of video prompting. Journal of Autism & Developmental Disorders, 50, 212–223. doi: 10.1007/s10803-019-04215-6

Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)

Cruz-Torres, E. (2020, April). How to incorporate technology to build a lifetime of skills. Autism Parenting Magazine, 101, 14-18.

July, 2016 – CS/SB 230 – Missing Persons with Special Needs Bill approved by the Governor addresses personal safety of persons with special needs who elope (wander) by providing personal safety devices to aid search-and-rescue efforts for such persons and $100,000 funding for each of three pilot study projects.

In collaboration with FAU College of Business and Palm Beach County Sheriff's Office, FAU Center for Autism and Related Disabilities tested the effectiveness of search-and-rescue technology, including unmanned aerial systems, when used in combination with personal safety devices to reduce search and rescue recovery time associated with wandering and elopement cases.

January, 2013 – Autism Speaks $5,000 Community Service Grant for Project iCAN: Using the iPad to Communicate and Access Needs providing income eligible families with iPads and a communication app. Project focused on coaching parents in navigating, customizing, and using the iPad and app to promote effective communication skills in their children with ASD and included in-home follow-up support to maximize procedural fidelity.

Synergistic Activities (Major Awards and other Accomplishments of High Impact)

• Outstanding Graduate Student of the Year, Spring 2015

  College of Education, Department of Exceptional Student Education

• John E. Miklos Exceptional Scholarship Endowment, Spring 2014

  Awarded to students in the area of Exceptional Student Education or Developmental Disabilities

• Cathy Lee Buchanan Behavior Change Success Award, Florida Association for Behavior Analysis, September 2013. Recognizes committed, caring behavior analysts who use behavior analytic procedures to improve the lives of others

• Julie Jackson Scholarship, Spring 2012

Awarded to students in the area of Exceptional Student Education or Developmental Disabilities

• William T. Dwyer Award for Excellence in Education for Palm Beach County School District nominee, 2007 – 2008 Nominated by colleagues for outstanding work in the special education field throughout the school year

• Sid Rifkind Excellence in Education - Teacher of the Year, 2007 – 2008

Teacher of the Year as nominated by colleagues

Courses Taught

Undergraduate:

EEX 4763: Special Education Technology (distance learning) – 2012 to 2016

EDG 4419: Classroom Behavior Management (distance learning & face-to-face) – 2017 to present

EEX 4616: Classroom Management for Inclusive Elementary Schools (distance learning & face-to-face) -2019 to present

Graduate:

EEX 5612: Applied Behavior Analysis (distance learning & face-to-face) – 2016 to present

EEX 6095: Nature & Characteristics of Autism Spectrum Disorders (distance learning & face-to-face) – 2015 to present

EEX 6210: Diagnosis, Assessment, and Instructional Decision Making in ASD (distance learning & face-to-face) – 2016 to present

EEX 6298: Interventions for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders (distance learning & face-to-face) – 2019 to present

EEX 6626: Behavior Analytic Supervision & Management (distance learning & face-to-face) – 2022 to present

EEX 6747: Ethics in ABA (distance learning & face-to-face) – 2015 to present

Community Engagement or Outreach (Service to the Profession or Community)

2020 – present   Association for Behavior Analysis International, Behavior Analysis Special Interest Group
on Supervision

2017 – 2022   Florida Association for Behavior Analysis, Multicultural Special Interest Group

2016 – 2021   Faculty Advisor, IMPACT Autism @ FAU Student Organization

2016 – 2021   Advisory Board, Project I2, FAU

2011 – 2018   Restraint Reduction Committee, Palm Beach County School District

2013 – 2015	Special Needs Committee, Adolph & Rose Levis Jewish Community Center
2013 – 2015	Board Member, IMPACT Autism @ FAU Student Organization
2013 – 2015	School Excellence Committee, Renaissance Learning Academy

ACI Instructors

KELLY B. KEARNEY, EdD, BCBA-D

Professional Preparation

2018 Doctor of Education
Florida Atlantic University, Boca Raton, FL
Major: Exceptional Student Education
Dissertation title: *Using an instructional package to teach cardiopulmonary resuscitation with automated external defibrillator to college students with developmental disabilities*

2011 Master of Education
Florida Atlantic University, Boca Raton, FL Major: Exceptional Student Education

2007 Bachelor of Arts, Magna Cum Laude Florida Atlantic University, Boca Raton, FL Major: Anthropology

Appointments

Associate Director of Academy for Community Inclusion & Instructor Department of Special Education
Florida Atlantic University, Boca Raton, FL

Visiting Instructor
Department of Exceptional Student Education Florida Atlantic University, Boca Raton, FL

Board Certified Behavior Analyst
Senior Behavior Analyst, Broward Region Leadership Team Positive Behavior Supports Corp., Fort Lauderdale, FL

Adjunct and Graduate Assistant
Department of Exceptional Student Education Florida Atlantic University, Boca Raton, FL

Exceptional Student Education Teacher
Palm Beach County School District, Boca Raton, FL

Substitute Teacher
Broward County School District, Fort Lauderdale, FL

KEARNEY, EdD, BCBA-D 2

2008-2009 English as a Second Language Teacher Taipei, Taiwan, Republic of China

Selected Publications

Downey, A., **Kearney, K. B**., Berlingo, L., Robinson, K., & Kenney, S. (in press).
Effects of remote audio coaching on workplace communication skills for college students with ID. *Journal of Vocational Rehabilitation.*

Kearney, K. B. & Torres, A. (in press). Using Electronic Literacy-Based Behavioral Interventions to Teach Employability Skills to College Students with Intellectual and Developmental Disabilities. *DADD Online Journal.*

Torres, A., **Kearney, K. B.,** Downey, A., & Tedesco, C. (in press). Self-determination development among college students with intellectual and developmental disabilities: A longitudinal study. *Focus on Autism and Other Developmental Disabilities.*

Carey, G. C., Downey A., & **Kearney, K. B**. (2022). Perspectives of university faculty regarding the inclusion of students with intellectual disability. *Inclusion*, *10*(3), 201-212.

Dukes, C. & **Kearney, K. B**. (2022). In Memoriam: Michael P. Brady. *Research and Practice for Persons with Severe Disabilities*. Advanced online
publication. https://doi.org/10.1177/15407969221096698

Brady, M. P., **Kearney, K. B.,** Downey, A., Torres, A., & McDougall, D. (2022). Using mnemonics, remote coaching, and the range-bound changing criterion design to teach college students with IDD to make employment decisions. *Education and Training in Autism and Developmental Disabilities, 57*(3), 303-319.

Courses Taught

*SLS 1200 *SLS 1250 *SLS 1251 *SLS 1266 *SLS 1392 *SLS 1570 *SLS 1571 *SLS 1602 *SLS 1605 *SLS 2222 *SLS 2604 *SLS 2930 *FFP 1801

Increasing Personal Effectiveness Residential Experience
Social Skills
Getting Around the Community
Business Technology for Community Living Learning with Technology I

Learning with Technology II Living with Roommates Personal Finance
Personal Wellbeing Effective Living Career Seminar Emergency Preparedness

Service to Community

2022 Invited Guest Reviewer for *Focus on Autism and Other Developmental Disabilities*

2021-Present Special Education Research Accelerator (SERA) Research Partner
2021-2022 City of Lake Worth Beach Education Task Force Member
2021 Invited Guest Reviewer for *Career Development and Transition for Exceptional*

Individuals
2021 Invited Guest Reviewer for *Inclusion*

2021 Invited Guest Reviewer for *Journal of Special Education Technology* 2021 Invited Guest Reviewer for *Journal of Inclusive Postsecondary Education* 2020 Invited Guest Reviewer for *Exceptionality*

Brianna J. Miller, EdD

Professional Preparation

EdD, Exceptional Student Education, Florida Atlantic University (FAU), Boca Raton, FL, 2018

MEd, Exceptional Student Education, Florida Atlantic University (FAU), Boca Raton, FL, 2014

BAE, Exceptional Student Education, Florida Atlantic University (FAU), Boca Raton, FL, 2012

Appointments

Visiting Instructor, Department of Special Education- Academy for Community Inclusion, FAU-College of Education (COE), Boca Raton, FL, 2019-present

Special Education Teacher, Lauderhill Paul Turner, Broward County Public Schools, Lauderhill, FL, 2014-2017

Special Education Teacher, Wingate Oats Center, Broward County Public Schools, Lauderhill, FL, 2012-2014

Selected Publications
Kearney, K. B., Brady, M. P., Bennett, K. D., Joseph, B., & Dukes, C. (2022). Using covert audio coaching to teach "small talk" to a college student with autism and intellectual disability. *Journal of Inclusive Postsecondary Education.*
https://doi.org/10.13021/jipe.2021.2928
 Carey, G. C., Miller, B. J., & Finnegan, L.A. (2021). *The effects of the COVID-19 pandemic on college students with intellectual disability*. Journal of Vocational Rehabilitation xx (2021) x–xx DOI:10.3233/JVR-211162IOS
Joseph B, Kearney, K. B., Brady, M. P., Downey, A., & Torres, A. (2021). Teaching small talk: increasing on-topic conversational exchanges in college students with intellectual and developmental disabilities using remote audio coaching. *Behavior Modification*, *45*(2), 251-271. https://doi.org/10.1177/0145445520975174
Joseph, B. (2020). Teacher-directed behavioral interventions. In B. L., Hott, K. M., Randolph, &

L., Raymond (2020). *Teaching students with emotional and behavioral disabilities* (pp.195-218). Plural Publishing.

Kearney, K. B., Joseph, B., Finnegan, L., & Wood, J. (2020). Using a peer-mediated instructional package to teach college students with intellectual and developmental disabilities to navigate an inclusive university campus. *The Journal of Special Education*. 1-10. https://doi.org/10.1177/0022466920937469

Joseph, B., Kearney, K. B., & Wilson, C. L. (2019). The role of educational leaders: a case for inclusion in institutions of higher education. *Journal of Cases in Educational Leadership*, *22*(3), 3-15. JCEL-18-0041.R1. https://doi.org/10.1177/1555458919847245

Wilson, C. L., Randolph, K., & Joseph, B. (2017). Promoting inclusion for students of *all* abilities. In K. A. Waldon & T. P. Baxley (Eds.), *Equity pedagogy: Teaching diverse student populations* (pp. 91-100)*.* Kendall-Hunt.

Courses Taught

SLS 1350 Employability Skills
SLS 1304 Career Exploration
RED 1105 Reading for Life
SLS 1602 Living with Roommates
SLS 2604 Effective Living
SLS 1571 Learning with Technology 2
HSC 2100 Health and Fitness for Life
SLS 1605 Personal Finances
SLS 1601 Be Safe, Stay Safe

EDG 4419 Classroom Management

EEX 3754 Building Family, Community, and School Partnerships

SLS 1505 Critical Thinking

EDG 4419 Classroom Management

SLS 1102 College Experience

EEX 4070 Inclusive Education for General Educators

EDG 6408 Managing Inclusive Classroom: Effective Discipline

EEX 4050 Introduction to Special Education

EEX 4601 Behavior Change Strategies

EEX 4221 Assessment of Exceptional Students

Service

Florida Atlantic University- Undergraduate First Year Mentorship Program (2022-present)
Southeast Postsecondary Education Alliance (2021-present)

American Association of Colleges for Teacher Education (2017-present)
Council for Exceptional Children, FAU Chapter (2016-present)
Society of Health and Physical Education (2016-present)
International Honor Society in Education, Kappa Delta Pi (2015-present)
Council for Exceptional Children (2017-present)

Division of Culturally Linguistically Diverse Learners, CEC (2017-present)

Division of International Special Education and Services, CEC (2015-present)

Teacher Education Division, CEC (2014-present)

Division on Career Development and Transition, CEC (2014-present)

Behavior Modification-Peer Reviewer (October 2020-present)

Journal of International Special Needs Education-Peer Reviewer (August 2016-present)

IGI Global E-Editorial Discovery- Peer Reviewer (August 2016-present)

Gwendolyn C. Carey

PROFESSIONAL PREPARATION

Ed.D. Exceptional Student Education

2019

Florida Atlantic University, Boca Raton, Florida

Dissertation title: "The Effect of the Mentoring Experience on the Mentors of

College Students with Intellectual Disabilities"

Committee: Dr. Mary Louise Duffy, Dr. Cynthia L. Wilson, Dr. Lisa Finnegan, & Dr.

Eliah Watlington

M.Ed. Exceptional Student Education

2005

Florida Atlantic University, Jupiter, Florida

BA. Varying Exceptionalities

2002

Florida Atlantic University, Boca Raton, Florida

APPOINTMENTS

Instructor, 2020- Present

FAU Academy for Community Inclusion

Jupiter, FL

Curriculum and Training Specialist 2015-2020

FAU Academy for Community Inclusion

Jupiter, FL

Adjunct Instructor, 2014-2015

Department of Exceptional Student Education

College of Education, Florida Atlantic University, Boca Raton, FL

Teacher of Exceptional Student Education, 2002-2015

School District of Palm Beach County

Teacher of Special Education, 2000-2002

Easter Seal Society, West Palm Beach, FL

SELECT PUBLICATIONS

Carey, G. (2022). Perspectives of undergraduates mentoring university peers with intellectual disability [Manuscript submitted for publication]. Department of Special Education, Florida Atlantic University.

Carey, G., Downey, A. & Kearney, K. (2022). Perspectives of university faculty regarding the inclusion of students with intellectual disability in their courses. Department of Special Education, Florida Atlantic University. Inclusion. 10(3), 201–212. doi: 10.1352/2326-6988-10.3.201

Carey, G., Joseph, B., & Finnegan, L. (2021). The effects of the Covid-19 pandemic on college students with intellectual disability. Journal of Vocational Rehabilitation 55(3), 271-281. doi: 10.3233/JVR-211161

Hall Pistorio, K., Kearney, K. B., Carey, G., Eshman, S., & Thomas, K. (2021). Using a literacy-

based behavior intervention to teach self-advocacy skills to college students with intellectual disability. Journal of Applied Behavior Analysis, 45(2), 349-369. doi: 10.1177/0145445520982978

Carey, G. & Duffy, M. (2016). Mentoring as a system of support for students with intellectual disabilities in college [Paper]. Proceedings of 9 th University of New Mexico Annual Mentoring Conference. Albuquerque, New Mexico: University of New Mexico. pp. 485 – 488.

SYNERGISTIC ACTIVITIES

Northern Campuses Achievement Awards, 2019

Exceptional Faculty Award

COURSES TAUGHT

EEX 2616 Classroom Management for Inclusive Elementary Schools

EEX 4937 Autism Instructional Prep for Educators

EEX 4937 Autism: Exploring the Spectrum

EEX 6065 Transition Program for Individuals with Disabilities

ISS 1121 Community Citizenship

SLS 1167 Service Learning

SLS 1200 Increasing Personal Effectiveness

SLS 1201 Personal Development

SLS 1224 Recreation and Leisure Skills

SLS 1251 Social Skills

SLS 1281 Diverse Communities

SLS 1350 Employability Skills

SLS 1354 Workplace Relationships

SLS 1392 Business Technology for Community Living

SLS 1570 Learning with Technology 1

SLS 1603 Community Resources

SELECT COMMUNITY ENGAGEMENT

2022 – Present Southeast Postsecondary Education Alliance Board of Directors

Vice-Chair of Research

2021 – Present Council for Exceptional Children, Teacher Education Division

Conference Proposal Reviewer

2021 – 2022 Southeast Postsecondary Education Alliance Board of Directors

State Representative

2020 – 2021 Journal of Inclusive Post-Secondary Education

Guest Reviewer

2018 – Present Florida Atlantic University Mentoring Council

2016 – Present Peace, Justice and Human Rights Initiative

Associate Member

2015 – Present Best Buddies International

Faculty Advisor

2015 – Present Palm Beachy County Council for In-Transition Youth

Diana M. Valle-Riestra, Ph.D.

Professional Preparation

Ph.D. University of Miami Special Education/Reading 1998

M.S. University of Miami LD/EH 1989

B.A. University of Miami Biology and Religion 1987

Appointments

FAU, Program Coordinator, Academy for Community Inclusion, Aug 2020-Present

Albizu University, Part-time Faculty, Speech/Language Pathology, Jan 2019-Present

FIU, Faculty Administrator, Special Education, Aug 2006-Aug 2017

Univ. of Miami, Research Asst. Professor, Special Education, July 2002-Aug 2006

Univ. of Miami, Visiting Asst. Professor, Special Education, Aug 1998-May 1999

Selected Peer-Reviewed Publications

Giust, A., & Valle-Riestra, D.M. (2021). Developing graduate student workshops at a predominately Hispanic serving institution. Hispanic Educational Telecommunications Systems (HETS) Online Journal, Volume XI, Spring Issue.

Martin, J., & Valle-Riestra, D.M. (2017). Components of an inclusive postsecondary transition program for older students with intellectual disabilities at a four-year university. The Asian Conference on Education & International Development (ACEID) Conference Proceedings.

Giust, A. & Valle-Riestra, D.M. (2016). Supporting students with intellectual disabilities in higher education through mentoring. Journal of Intellectual Disabilities. Manuscript (ID JID-15-0047).

Hughes, M.T. & Valle-Riestra, D.M. (2012). Early childhood special education: Insights from educators and families. International Journal of Education, 4 (2), 59-73. doi:10.5296/ije.v4i2.1534.

Cramer, E.D., Valle-Riestra, D.M., & Shealey, M. W. (2011, November). Advancing the preparation of culturally responsive and competent preservice special education teachers. Teacher Education Division (TED) Diversity Caucus Monograph.

Selected Other Publications or Grants/Presentations

Grants

PI/Director Diana Martinez Valle-Riestra. Florida Consortium on Inclusive Higher Education, Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID), Model Comprehensive Transition and Postsecondary Programs for Students with Intellectual Disabilities: CFDA Number: 84.407, FY 2015-2020, $96,077.84 (Year 1), $98,208.83 (Year 2), $100,413.33 (Year 3), $102,694.01 (Year 4), & $105,053.67 (Year 5) contractual ($2,500,000 total for 5 years).

PI/Director Diana Martinez Valle-Riestra. Project Panther LIFE: Preparing For

Employment, Able Trust Foundation, FY 2016-2017, $65,000.

PI/Director Diana Martinez Valle-Riestra. Project Panther PLUS: Postsecondary Learning for Universal Success, de Moya Foundation, FY 2016-2017, $10,000.

PI/Director Diana Martinez Valle-Riestra. Project Panther LIFE: Learning Is For Everyone, State of Florida, FY 2013-2014 & 2014-2015, $300,000 each year, and FY 2015-2016, $600,000 (recurring funds).

PI/Director Diana Martinez Valle-Riestra in partnership with Miami-Dade County Public Schools and Parent to Parent of Miami, Inc. Project Panther LIFE: Learning Is For Everyone. Florida Consortium on Postsecondary Education & Intellectual Disabilities. FY 2011-2012, $14,399.84 & FY 2012-2013, $14,700.

Presentations

Valle-Riestra, D.M. & Carey, G. C. (2022). Creating institution-approved courses in an inclusive postsecondary education program. Invited presentation at the Florida Postsecondary Education Program Planning Institute (FLPEPPI), July 12-15, Orlando, FL.

Valle-Riestra, D. M. (2022). Early Childhood Personnel Center (ECPC) cross-disciplinary competencies and resources. Invited presentation to MSLP program faculty, June 30, Virtual.

Valle-Riestra, D.M. (2022). Academic supports for doctoral students. US Department of Education 3rd Quarterly Forum, June 28, 2022, Virtual.

Valle-Riestra, D.M. & Adams, K. (2022). Program initiatives that support students with intellectual disability in an inclusive postsecondary education program. Presented at the SEPSEA Annual Conference, June 23-25, Auburn, AL.

Valle-Riestra, D.M. & Berlingo, L. (2022). Academy for community inclusion:

Mission, programming, services, and initiative. Presented at the Honoring

Outstanding Owl Teachers (HOOT) event on April 8, Virtual.

Valle-Riestra, D.M. (2022). Developing critical leadership skills. Presented

to the FAU High School National Honor Society on March 17, Virtual.

Valle-Riestra, D.M. (2022). Academy for community inclusion: An

inclusive postsecondary education program for students with intellectual

disabilities. Presented at the FL AHEAD Spring 2022 Conference on February 24, Virtual.

Kearney, K., Joseph, B., Torres, A., Downey, A., Valle-Riestra, D.M., &

Brady, M. (2021). Research on short notice: COVID's unintended opportunity

to study remote learning in college students with intellectual and

developmental disabilities. Presented at the Eastern Educational Research

Association (EERA) on February 18-19, 2021, Virtual Conference.

Synergistic Activities

Quality Matters (QM) Certification: Applying the QM Rubric, August 2020

ECPC DEC Leadership Cohort, July 2020-Present

Family/Professional Advocacy Award, Parent to Parent of Miami, Inc., November

2015.

Barnes & Noble Best Faculty-Student Paper Award, Amanda Giust and Diana

Martinez Valle-Riestra, Supporting Students with Intellectual Disabilities in Higher

Education through Mentoring, 2014.

Courses Taught at Florida Atlantic University (FAU)

SLS 1102 College Experience

SLS 1250 Residential Experience

SLS 1281 Diverse Communities

Community Engagement or Outreach

ACI Initiatives Committee, Dept. of Special Education

Marketing Committee, Dept. of Special Education