



Florida Atlantic University Academic Program Review Self-Study Report

Program:	<u>Exceptional Student Education (13.1001)</u> B.A. and B.A.E. in ESE M. Ed. In ESE Ed.D. in ESE BECE in Early Care & Education (shared degree with CCEI) (13.0101)
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A. Mission and Purpose of the Program

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

The Department of Exceptional Student 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/files/approved.plan2015.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 (appendix A). As such, it is reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports. The program is also reviewed by FDOE through a peer reviewed on-site visit on a multi year basis. The next external review by the Florida Department of Education is tentatively scheduled for 2020.

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 program course sequence in Applied Behavior Analysis was review by the Behavior Analyst Certification Board (BACB) in 2009-10. Because the BACB has revised its program standards, we are compiling our application for renewal of BACB approval as this program review is being written. Other reviews of all of the programs in the ESE Department have occurred through the University's Southern Association of Colleges and Schools (SACS) review, most recently conducted in 2013.

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, 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 the Appendix.

Assessment of SLOs and Program Improvement

The Department participates in the College assessment system, using Livetext to track any competencies identified as critical assignments (CAs). 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 ESE Department offers one course for the University's Intellectual Foundations Program (IFP) (i.e., undergraduate core) (EEX 2091 Disability and Society). The University's Core Curriculum Committee, the University Undergraduate Programs 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 ESE Department does not offer a limited access undergraduate program.

iii. Admissions criteria

All students seeking admission to the undergraduate program in Exceptional Student Education must first meet the University's general upper-division admission requirements. In addition, each applicant must:

1. Have a minimum GPA of 2.5 on a 4.0 scale on the general education component of undergraduate studies OR have completed requirements for a baccalaureate degree with a minimum GPA of 2.5 from any college or university accredited by a regional accrediting institution;
2. Present passing scores on all sections of the General Knowledge Test;
3. Have a recommendation for admission to the program by the Department of Exceptional Student Education.

Students enrolling in the BECE are required to have completed 60 credits of lower-division coursework. 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. In addition, each applicant must:

1. Have a minimum GPA of 2.5 on a 4.0 scale on lower-division undergraduate coursework for a total of 60 credits;

2. Be programmed for admission to the BECE by a faculty advisor from the Department of Exceptional Student Education or the Department of Curriculum, Culture, and Educational Inquiry.

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

The first table in this section shows the headcount for all majors. Germane to the undergraduate majors, please note that this incorporates both ESE and some BECE majors. Since the creation of the BECE degree, the ESE and CCEI 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
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional							187
Bachelors	135	144	154	162	182	3,557	28,919
Masters/Specialist	25	28	30	39	37	846	4,569
Doctoral	17	22	18	19	20	301	971
Unclassified							2,912
Total	177	194	202	220	239	4,704	37,558

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 shows the headcount for majors in the BECE which the ESE Department shares with the CCEI Department. Because this table shows students in graduate programs (i.e., not the BECE) these data must be considered with caution.

	Early Care and Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional							187
Bachelors	82	132	165	203	226	3,557	28,919
Masters/Specialist		3	14	7	9	846	4,569
Doctoral						301	971
Unclassified							2,912
Total	82	135	179	210	235	4,704	37,558

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 5-year span. The first (top) row clusters undergraduate courses.

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

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	Exceptional Student Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate Total	110.3	100.8	98.5	99.7	105.3	1,458.1	15,526.9
Graduate Total	32.0	36.5	36.1	35.8	29.6	470.9	2,195.3
Grad I	26.2	29.4	30.8	29.1	22.9	342.7	1,796.2
Grad II	5.8	7.2	5.3	6.6	6.6	128.2	399.1
Classroom	30.6	35.0	34.9	33.6	27.6	445.0	2,064.1
Thesis-Dissertation	1.3	1.5	1.2	2.2	2.0	25.8	131.2
Grand Total	142.2	137.3	134.6	135.5	134.8	1,929.0	17,722.2

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

Finally, the fourth table in this section represents the fundable FTE during this same time period, but factors in majors vs non-majors, and separates upper division (3 xxx and 4 xxx) vs lower division (1 xxx and 2 xxx) courses.

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

		Courses offered by:						
		Exceptional Student Education					College of Education	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Course Level	FTE produced by students who are:							
Lower Division Undergraduate	Majors within the department	2.2	5.1	3.2	4.7	5.8	91.4	727.9
	Majors outside the department, but within the college	2.1	1.5	2.8	3.2	2.8	53.0	1,753.5
	Majors outside the college	1.8	1.7	3.8	4.1	4.8	125.0	4,312.6
	Total	6.1	8.3	9.8	12.0	13.4	269.4	6,794.0
Upper Division Undergraduate	FTE produced by students who are:							
	Majors within the department	33.8	39.5	46.4	51.5	56.7	794.6	5,096.5
	Majors outside the department, but within the college	50.1	42.4	35.0	28.9	30.4	275.6	2,434.0
	Majors outside the college	20.3	10.5	7.3	7.3	4.9	118.5	1,202.4
	Total	104.2	92.5	88.7	87.7	91.9	1,188.7	8,732.9
Graduate	FTE produced by students who are:							
	Majors within the department	11.5	15.1	13.7	19.3	16.6	361.3	1,749.1
	Majors outside the department, but within the college	7.2	8.7	9.6	9.4	7.1	64.3	303.7
	Majors outside the college	13.2	12.7	12.8	7.0	5.8	45.3	142.5
	Total	32.0	36.5	36.1	35.8	29.6	470.9	2,195.3
Total	FTE produced by students who are:							
	Majors within the department	47.5	59.7	63.3	75.5	79.1	1,247.3	7,573.6
	Majors outside the department, but within the college	59.4	52.6	47.4	41.5	40.3	392.9	4,491.2
	Majors outside the college	35.3	25.0	23.9	18.4	15.5	288.8	5,657.4

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Total	142.2	137.3	134.6	135.5	134.8	1,929.0	17,722.2
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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 ESE 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**

	Exceptional Student Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014

Course Level	Type									
Undergraduate	Lecture/Seminar	Sections Offered	#	75	81	80	66	65	696	5,152
			# Enrolled	1,443	1,353	1,277	1,305	1,375	18,426	195,222
			Avg Section Enrollment	19.2	16.7	16.0	19.8	21.2	26.5	37.9
		Sections Faculty-Taught	#	54	60	62	44	42	315	3,565
			%	72.0	74.1	77.5	66.7	64.6	45.3	69.2
		Lab	Sections Offered	#						31
			# Enrolled						436	17,644
			Avg Section Enrollment						14.1	19.3
	Sections Faculty-Taught		#						0	384
		%						0.0	42.0	
	Discussion	Sections Offered	#							270
			# Enrolled							7,589
			Avg Section Enrollment							28.1
		Sections Faculty-Taught	#							246
	%								91.1	
Other Course Types	Sections Offered	#	9	10	10	5	8	84	1,300	
		# Enrolled	62	52	82	72	70	1,685	8,149	
		Avg Section Enrollment	6.9	5.2	8.2	14.4	8.8	20.1	6.3	

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	Sections Faculty-Taught	#	9	10	10	5	8	25	984
		%	100.0	100.0	100.0	100.0	100.0	29.8	75.7

vi. Curriculum

The ESE faculty recently reviewed nine 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 – Charlotte, and the University of Kentucky’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 CCEI Department.

A fifth undergraduate curriculum 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 will be piloted in Spring 2016, with assignments attached to two courses taught by three ESE faculty: EEX 4070 and EEX 2091.

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 (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 experiences typically require 15-20 hours of placement in courses including: EEX 4050, EEX 4101, TSL 4081, and RED 4552.

viii. Pedagogy/pedagogical innovations

The ESE Department offers courses in the undergraduate programs 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. In 2013-14 we began offering one class (EEX 4221) in a video broadcast format. This course is taught from Jupiter campus, and broadcast live to Boca and Davis 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 this fall with EEX 4050. We offer one class in the program completely on-line (EEX 4763) and it is available every semester. Courses are available in morning afternoon, and evening time blocks, as well as on Saturdays. The Department has developed four course rotations to accommodate students who wish to complete the program in 5, 6, or 8 semesters. (Course rotations are found in the Appendix.)

The BECE shared with the CCEI Department also follows a proscribed course rotation, and offers courses in daytime, evening and Saturday course formats. Prior to approval of this degree, courses were developed and offered at multiple sites in Palm Beach County including Palm Beach Community College (now Palm Beach State College) and FAU. Upon approval of the degree, a course rotation was established, with one section of each class offered on the Boca Raton campus. As classes were delivered, they quickly filled and a second, then third section was offered. Due to the limited availability in the two departments to teach and advise these students, the Boca offerings were held at three sections of each class per semester. In 2014-15 the Departments were given approval to search for an additional faculty member so we could expand the program to Davie campus. The ESE Department hired a visiting instructor in August 2015, and added a fourth section of the initial BECE classes to the Davie campus in late August. (A course rotation for the BECE is found in the Appendix.)

The Department is entering the third year of an innovative approach to linking K-12 student learning to our undergraduate's teaching efforts during Practicum and Student Teaching. Because teacher preparation programs are increasingly being evaluated based on K-12 student performance (referred to as VAM), the Department has been pursuing a rational alternative to the flawed models that have used K-12 student performance on high-stakes standardized assessments to make this link. We have just completed our second year of data analysis based on our undergraduates' delivery of instruction to K-12 students. Using the Department's lesson-delivery requirements in their Practicum and Student Teaching, our undergraduates show K-12 student learning gains on the lessons that they delivered. This is a direct and explicit link of teacher candidate performance to K-12 student learning, and removes the obvious VAM challenges to using standardized assessments to evaluate teacher performance (a) on subjects they never taught, and (b) during semesters when they were not even present. (Abstracts of the Department's "rational VAM" are included in the Appendix. The first manuscript is in press in *Educational Forum*, with an expected publication date of July 2016.)

An additional innovation in the ESE bachelor's degree program is the development of the COE's first **Honors in the Major** program. 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. In addition to the Honors in the Major, the Department supports a new *Student Council for Exceptional Children* chapter, and a student club: *Impact Autism*. A new *Best Buddies* student club is under development.

ix. Scope of institutional contributions

There are four primary contributions made by the ESE Department to other University and College undergraduate programs.

The ESE Department 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, ESE 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*.

Second, the Department offers one service course to undergraduate elementary education majors: EEX 4070: *Inclusive Education for General Educators*. Several undergraduate courses are also taken by COE majors in other departments (Communication Science & Disorders; Teaching & Learning) including courses in early childhood, general special education, and classroom management.

Third, the Department has designed a series of courses at the undergraduate level for teachers in our partner school districts. We offer a classroom management course (EDG 4419: *Building Classroom Management and Discipline*) taken by individual teachers who need skill development in that area, as well as for numerous cohorts in district-sponsored alternative certification programs. Also, in 2013 the Florida legislature added a requirement that certified teachers must earn 1-credit hour in special education instruction to keep their teaching certifications. The ESE Department responded by developing a series of 1-credit classes, and we have been offering 2-5 of these sections each semester.

In addition to coursework, several faculty play important roles in undergraduate education at FAU. Dr. Dukes serves in a mentor / model role in FAU's newest dorm, Parliament Hall, as FAU's first Faculty in Residence. Dr. Goldstein serves as chair of the COE Undergraduate Programs Committee, and as the COE representative to the University Undergraduate Programs Committee. Dr. Brady serves as the COE representative to the University Core Curriculum Committee and the Intellectual Foundations Program. Dr. Miller serves as faculty advisor for the Student Council for Exceptional Children. Dr. Forgan serves as a member of the LD substitution committee for FAU's Office of Students with Disabilities. Dr. Darling serves as faculty Advisor for the Student Advisory Council.

x. Student profile (DDI B4)

The first table presented previously in the section on Enrollment shows a progressive increase in undergraduate enrollments. The table below summarizes the ethnic diversity if 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
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014

Undergraduate	American Indian/Alaskan Native	Female			1	3	3	12	92
		Male						8	88
		Total			1	3	3	20	180
	Asian or Pacific Islander	Female	6	8	3	1	2	70	849
		Male						25	668
		Total	6	8	3	1	2	95	1,517
	Black (Not of Hispanic Origin)	Female	20	24	26	27	27	548	3,648
		Male	3	4	1	1	2	192	2,216
		Total	23	28	27	28	29	740	5,864
	Hispanic	Female	24	27	32	29	46	581	4,153

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	Male	1	3	3	4	3	181	2,940
	Total	25	30	35	33	49	762	7,093
White (Not of Hispanic Origin)	Female	64	68	76	91	90	1,407	7,204
	Male	12	8	9	4	7	457	6,070
	Total	76	76	85	95	97	1,864	13,274
Non-Resident Alien	Female	4	2	3	1	1	34	342
	Male						7	287
	Total	4	2	3	1	1	41	629
Not Reported	Female				1	1	25	213
	Male	1	0				10	149
	Total	1	0		1	1	35	362
Total	Female	118	129	141	153	170	2,677	16,501
	Male	17	15	13	9	12	880	12,418
	Total	135	144	154	162	182	3,557	28,919

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
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014

Undergraduate	American Indian/Alaskan Native	Female	1	1	1		1	12	92
		Male						8	88
		Total	1	1	1		1	20	180
	Asian or Pacific Islander	Female	3	6	5	6	11	70	849
		Male	1	1				25	668
		Total	4	7	5	6	11	95	1,517
	Black (Not of Hispanic Origin)	Female	20	39	53	68	75	548	3,648
		Male	1	2	0	1	2	192	2,216
		Total	21	41	53	69	77	740	5,864
	Hispanic	Female	12	25	29	40	50	581	4,153

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	Male	1		1	1		181	2,940
	Total	13	25	30	41	50	762	7,093
White (Not of Hispanic Origin)	Female	40	55	73	79	74	1,407	7,204
	Male		0	2	3	4	457	6,070
	Total	40	55	75	82	78	1,864	13,274
Non-Resident Alien	Female	2	3	1	4	7	34	342
	Male						7	287
	Total	2	3	1	4	7	41	629
Not Reported	Female	1			1	2	25	213
	Male						10	149
	Total	1			1	2	35	362
Total	Female	79	129	162	198	220	2,677	16,501
	Male	3	3	3	5	6	880	12,418
	Total	82	132	165	203	226	3,557	28,919

A more cogent summary of diversity in the Department, with comparisons to other departments in the College is drawn from the COE 2014-15 Diversity Data Report. Although the full report is found here (<http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf>), the following table summarizes the ethnic diversity in the ESE Department relative to the College as a whole.

Table 10: Student Ethnicity within FAU College of Education

Department	%White			%Black			%Hispanic			%Female		
	2010	2012	2014	2010	2012	2014	2010	2012	2014	2010	2012	2014
Communication Sciences & Disorders	80.8	81.0	73.1	1.9	3.4	5.8	11.5	10.3	15.4	98	93	92.3
Counselor Education	70.0	67.6	66.1	14.0	15.5	19.0	12.1	13.5	8.3	82	83	80.2
Curriculum, Culture & Educational Inquiry	69.6	72.2	64.0	10.8	8.4	13.3	12.7	10.8	15.2	84	80	78.5
Educational Leadership & Res. Meth.	63.2	59.8	53.1	19.4	23.0	25.2	11.7	12.4	15.1	70	69	67.3
Exceptional Student Education	53.0	54.9	44.3	21.2	21.1	23.2	18.1	18.6	25.1	92	95	95
Exercise Science/Health Promotion	60.4	55.5	47.3	17.7	17.4	22.0	16.8	19.7	23.4	54	50	52
Teaching and Learning	62.2	58.2	55.1	17.4	17.2	16.8	16.1	19.1	18.1	85	83	84.4
Overall College of Education	63.7	58.3	52.5	17.5	17.6	19.7	16.0	18.2	21.1	79	75	74.4

Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File Fall 2014
 Note: Totals might not equal 100 due to rounding and only three categories are presented.

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 2000.

		Entering Year												
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
High School GPA (FTIC students only)	Mean	3.1	3.0	3.3	3.4	3.6	3.2	3.5	3.4	3.2	-	3.1	3.7	3.5
High School GPA Group (FTIC students only)														
< 3.00	#	5	4	-	1	1	-	2	1	3	-	1	-	-
	%	50.0	36.4	0.0	20.0	6.7	0.0	25.0	25.0	42.9	-	16.7	0.0	0.0
>= 3.00	#	4	6	7	4	14	9	6	3	4	-	5	8	6
	%	40.0	54.5	87.5	80.0	93.3	100.0	75.0	75.0	57.1	-	83.3	100.0	100.0
Missing GPA	#	1	1	1	-	-	-	-	-	-	-	-	-	-
	%	10.0	9.1	12.5	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0
SAT Total (Verbal + Quantitative)	Mean	1,054	999	933	1,040	1,023	968	1,069	1,005	1,005	-	1,077	1,097	1,033
SAT Verbal	Mean	518	490	477	543	513	490	548	525	508	-	543	542	513
SAT Quantitative	Mean	536	509	457	498	510	478	521	480	498	-	533	555	520
Test Score Group (FTIC students only)														
High Test Score	#	5	4	2	2	11	3	6	2	3	-	2	5	3
	%	50.0	36.4	25.0	40.0	73.3	33.3	75.0	50.0	42.9	-	33.3	62.5	50.0
Low Test Score	#	5	6	5	3	4	6	2	2	4	-	1	1	1
	%	50.0	54.5	62.5	60.0	26.7	66.7	25.0	50.0	57.1	-	16.7	12.5	16.7
Missing Test Score	#	-	1	1	-	-	-	-	-	-	-	3	2	2
	%	0.0	9.1	12.5	0.0	0.0	0.0	0.0	0.0	0.0	-	50.0	25.0	33.3
ACT Composite	Mean	22	19	21	20	22	20	20	20	22	-	-	-	-
Primary Campus														
Boca Raton	#	9	11	8	5	12	9	7	4	7	-	6	8	6
	%	90.0	100.0	100.0	100.0	80.0	100.0	87.5	100.0	100.0	-	100.0	100.0	100.0
Davie	#	1	-	-	-	3	-	1	-	-	-	-	-	-
	%	10.0	0.0	0.0	0.0	20.0	0.0	12.5	0.0	0.0	-	0.0	0.0	0.0
Ft Lauderdale	#	-	-	-	-	-	-	-	-	-	-	-	-	-
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0
Jupiter	#	-	-	-	-	-	-	-	-	-	-	-	-	-
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0
Pt St Lucie	#	-	-	-	-	-	-	-	-	-	-	-	-	-
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0
Dania Beach	#	-	-	-	-	-	-	-	-	-	-	-	-	-
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0
Other campuses	#	-	-	-	-	-	-	-	-	-	-	-	-	-
	%	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0
Full-time / Part-time														
Part-Time	#	1	3	-	1	1	1	1	-	-	-	2	2	1
	%	10.0	27.3	0.0	20.0	6.7	11.1	12.5	0.0	0.0	-	33.3	25.0	16.7
Full-Time	#	9	8	8	4	14	8	7	4	7	-	4	6	5
	%	90.0	72.7	100.0	80.0	93.3	88.9	87.5	100.0	100.0	-	66.7	75.0	83.3

xi. Advising procedures

Students in bachelor's degree programs in the ESE Department 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 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.

xii. Licensure rates

Because the ESE Department 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 2010-11 who were employed during 2011-12 or 2012-13.

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 2010-2011 program completers initially employed in an instructional position in 2011-2012 or 2012-2013	Statewide Average Placement Rate among equivalent programs (programs with the same program code)
14	73.7%	75.8%
Performance Level = 3.0		

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 2007-08 program completers who were initially employed in either 2008-09 or 2009-10, 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 2007-2008 program completers were initially employed in either 2008-2009 or 2009-2010 and employed within the 5-year period following initial placement.
31	4.77
Performance Level = 4.0	

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. As expected the first generation of "untrained but certified" teachers did not do well in Florida's schools, and we are now seeing an increase in both graduate and undergraduate enrollments, which, in turn, is beginning to push up our graduation rates.

ESE Graduation rates (DDI C3)

C3- Degrees Awarded

		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Degrees awarded with a:							
Associates	Single major							353.0
	All							353.0
Bachelors	Degrees awarded with a:							
	Single major	31.0	18.0	26.0	21.0	24.0	524.0	4,813.0
	Double or triple major						1.0	204.0
	All	31.0	18.0	26.0	21.0	24.0	525.0	5,017.0
Masters	Degrees awarded with a:							
	Single major	8.0	3.0	7.0	8.0	13.0	274.0	1,355.0
	All	8.0	3.0	7.0	8.0	13.0	274.0	1,355.0
Specialist	Degrees awarded with a:							
	Single major						35.0	35.0
	All						35.0	35.0
Doctorate	Degrees awarded with a:							
	Single major		1.0	2.0	1.0	2.0	40.0	128.0
	All		1.0	2.0	1.0	2.0	40.0	128.0
Total	Degrees awarded with a:							
	Single major	39.0	22.0	35.0	30.0	39.0	873.0	6,684.0
	Double or triple major						1.0	204.0
	All	39.0	22.0	35.0	30.0	39.0	874.0	6,888.0

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 ESE attend 6-8 recruiting events annually to recruit potential students into the two Department bachelor's degrees. In 2014, we created a 5+ minute recruitment video that is now posted to the Department website (see <http://www.coe.fau.edu/academicdepartments/ese/>). The Department has a series of recruitment brochures – all with a common format and theme - for its undergraduate and graduate programs, and these are distributed at state and local events.

Graduate Programs

i. Limited access

The ESE Department offers graduate degrees at the Master's and Doctoral levels. Applications are reviewed by faculty members where a variety of criteria are considered including experience, a writing sample, a goals statement, letters of recommendation, resume, and an interview. Additionally, GRE scores and applicants' previous graduate transcripts are

considered for doctoral applicants; for master's degree applicants, either the GRE or the Miller Analogies Test (MAT) results are reviewed, along with previous undergraduate transcripts.

ii. Admissions criteria

Admission requirements for the ESE master's degree 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 doctoral degree 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.
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.

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
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Professional							187
Bachelors	135	144	154	162	182	3,557	28,919
Masters/Specialist	25	28	30	39	37	846	4,569
Doctoral	17	22	18	19	20	301	971
Unclassified							2,912
Total	177	194	202	220	239	4,704	37,558

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.

Productivity Data

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

	Exceptional Student Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate Total	110.3	100.8	98.5	99.7	105.3	1,458.1	15,526.9
Graduate Total	32.0	36.5	36.1	35.8	29.6	470.9	2,195.3
Grad I	26.2	29.4	30.8	29.1	22.9	342.7	1,796.2
Grad II	5.8	7.2	5.3	6.6	6.6	128.2	399.1
Classroom	30.6	35.0	34.9	33.6	27.6	445.0	2,064.1
Thesis-Dissertation	1.3	1.5	1.2	2.2	2.0	25.8	131.2
Grand Total	142.2	137.3	134.6	135.5	134.8	1,929.0	17,722.2

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 continue to revive following the

decline in teacher education majors discussed earlier. Second, the modest increase 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 grow.

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

		Courses offered by:						
		Exceptional Student Education					College of Education	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Course Level	FTE produced by students who are:							
Lower Division Undergraduate	Majors within the department	2.2	5.1	3.2	4.7	5.8	91.4	727.9
	Majors outside the department, but within the college	2.1	1.5	2.8	3.2	2.8	53.0	1,753.5
	Majors outside the college	1.8	1.7	3.8	4.1	4.8	125.0	4,312.6
	Total	6.1	8.3	9.8	12.0	13.4	269.4	6,794.0
Upper Division Undergraduate	FTE produced by students who are:							
	Majors within the department	33.8	39.5	46.4	51.5	56.7	794.6	5,096.5
	Majors outside the department, but within the college	50.1	42.4	35.0	28.9	30.4	275.6	2,434.0
	Majors outside the college	20.3	10.5	7.3	7.3	4.9	118.5	1,202.4
	Total	104.2	92.5	88.7	87.7	91.9	1,188.7	8,732.9
Graduate	FTE produced by students who are:							
	Majors within the department	11.5	15.1	13.7	19.3	16.6	361.3	1,749.1
	Majors outside the department, but within the college	7.2	8.7	9.6	9.4	7.1	64.3	303.7
	Majors outside the college	13.2	12.7	12.8	7.0	5.8	45.3	142.5
	Total	32.0	36.5	36.1	35.8	29.6	470.9	2,195.3
Total	FTE produced by students who are:							
	Majors within the department	47.5	59.7	63.3	75.5	79.1	1,247.3	7,573.6
	Majors outside the department, but within the college	59.4	52.6	47.4	41.5	40.3	392.9	4,491.2
	Majors outside the college	35.3	25.0	23.9	18.4	15.5	288.8	5,657.4

AS Output

Total	142.2	137.3	134.6	136.5	134.8	1,929.0	17,722.2
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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 ESE faculty teach the majority of ESE graduate classes, approximating the College average (although the Department average varies by year). Enrollments (class sizes) are slightly below the College norm.

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

	Exceptional Student Education					College Total	University Total
	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2013- 2014	2013-2014

Graduate	Lecture/Seminar	Sections Offered	#	32	37	38	31	33	337	1,639
			# Enrolled	309	366	360	328	278	4,263	21,647
			Avg Section Enrollment	9.7	9.9	9.5	10.6	8.4	12.6	13.2
		Sections Faculty-Taught	#	25	30	31	24	23	269	1,403
		%	78.1	81.1	81.6	77.4	69.7	79.8	85.6	
	Lab	Sections Offered	#							55
			# Enrolled							507
			Avg Section Enrollment							9.2
		Sections Faculty-Taught	#							36
		%							65.5	
	Other Course Types	Sections Offered	#	31	36	25	37	27	340	1,979
			# Enrolled	46	52	47	64	51	1,171	5,590
			Avg Section Enrollment	1.5	1.4	1.9	1.7	1.9	3.4	2.8
		Sections Faculty-Taught	#	31	36	25	37	27	307	1,848
		%	100.0	100.0	100.0	100.0	100.0	90.3	93.4	

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc. Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

v. Curriculum

The ESE faculty recently reviewed nine universities as potential "aspirational" 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 ESE 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 special education and early childhood.

Students can complete the ESE master’s degree in 36 credits hours (37 for Instructional Practices track). 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 is currently engaged in a program re-design effort. An additional methods course and an additional Practicum are being developed as this report is being written, and we anticipate implementing this program improvement 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.

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. Other less formal internships are available to our doctoral students. Those participating in our federally-supported leadership program have the opportunity to spend a paid semester at a partner university to gain teaching and research experience under the aegis of a faculty mentor at that university. Our doctoral students also serve as supervisors of our undergraduates in their Student Teaching, as 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 ESE Department 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 programs, 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 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. (The graduate course rotation is found in the Appendix.)

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.

viii. Scope of institutional contributions

The ESE Department 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 grantsmanship skills. Several graduate classes in early childhood have been taken by students in the CCEI Department's graduate programs to supplement the early childhood course from that department. Students who wish to pursue their graduate studies in Communication Sciences and Disorders select both graduate and undergraduate classes from ESE. As mentioned in the Undergraduate section, EDG 4419 (*Building Classroom Management and Discipline*) is 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. Drs. Darling and Duffy serve as on the COE Graduate Programs Committee. Dr. Miller serves as faculty advisor for the Student Council for Exceptional Children. Dr. Forgan serves as a member of the LD substitution committee for FAU's Office of Students with Disabilities. Dr. Darling serves as faculty Advisor for the Student Advisory Council. At least six faculty have served as dissertation committee members for students in other departments.

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 increase 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 2014-15 Diversity Data Report (reported in the section on undergraduate programs) provided diversity comparisons to other departments in the College (<http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.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
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Graduate	American Indian/Alaskan Native	Female						3	15
		Male		1				1	4
		Total		1				4	19
	Asian or Pacific Islander	Female	2			1	1	25	148
		Male						11	114
		Total	2			1	1	36	262
	Black (Not of Hispanic Origin)	Female		3	3	4	4	145	652
		Male		1				54	243
		Total		4	3	4	4	199	895
	Hispanic	Female	3	3	5	5	6	104	495
		Male	2	2	2	1	1	35	346
		Total	5	5	7	6	7	139	841
	White (Not of Hispanic Origin)	Female	31	35	33	44	42	559	1,848
		Male	3	3	2	2	2	171	1,211
		Total	34	38	35	46	44	730	3,059
	Non-Resident Alien	Female	1	2	2	1	1	24	195
		Male						12	213
		Total	1	2	2	1	1	36	408
	Not Reported	Female			1			3	36
		Male							20

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S Output

	Total			1			3	56
Total	Female	37	43	44	55	54	863	3,389
	Male	5	7	4	3	3	284	2,151
	Total	42	50	48	58	57	1,147	5,540

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:

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

Once admitted, students are assigned a Department faculty advisor who assists the student to create a 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 ESE Department so there is no assumption that a student will automatically work under the direction of any previous faculty committee member. 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 ESE Department 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 the Fall of 2013 the ESE Department initiated a survey of its graduates of our master's degree program. The survey included general information on graduates' employment profiles, along with information from graduates on satisfaction measures, and recommendations for program improvement. Information specific to employment showed that the overwhelming majority of respondents (88.2%) worked while pursuing their master's degree. Two respondents

stated they were not employed, and one alumna skipped that question. While they were graduate students in the ESE program, 82.3% were working full-time and 18.3% were working part-time (18.3%). Master's graduates in ESE held a variety of teaching positions, with 76.5% working in public school settings; 35.3% identified themselves as mentors to other teachers. The majority of graduates worked directly with students with special needs, filling an array of educational roles including *classroom teachers*, *staffing specialist*, and an *adjunct instructor* teaching college courses. Seventeen out of 18 alumni provided specific information (in the following table) about the hours per week spent on job tasks typical of a general and special educator.

	0	1-5	6-10	11-15	16-20	21-25	25-30	
Academic instruction	11.8% (2)	5.9% (1)	5.9% (1)	5.9% (1)	11.8% (2)	29.4% (5)	29.4% (5)	17
Non-academic instruction	23.5% (4)	35.3% (6)	11.8% (2)	5.9% (1)	5.9% (1)	11.8% (2)	5.9% (1)	17
Instructional support	11.8% (2)	23.5% (4)	5.9% (1)	29.4% (5)	5.9% (1)	17.6% (3)	5.9% (1)	17
Responsive behavior management	5.9% (1)	17.6% (3)	23.5% (4)	0.0% (0)	17.6% (3)	11.8% (2)	23.5% (4)	17
Preventative behavior management	11.8% (2)	11.8% (2)	23.5% (4)	5.9% (1)	5.9% (1)	17.6% (3)	23.5% (4)	17
Special education assessment	11.8% (2)	47.1% (8)	17.6% (3)	5.9% (1)	5.9% (1)	0.0% (0)	11.8% (2)	17
State-mandated assessment	17.6% (3)	41.2% (7)	29.4% (5)	11.8% (2)	0.0% (0)	0.0% (0)	0.0% (0)	17
Classroom assessment	11.8% (2)	52.9% (9)	11.8% (2)	11.8% (2)	0.0% (0)	5.9% (1)	5.9% (1)	17
Special education paperwork	5.9% (1)	47.1% (8)	35.3% (6)	5.9% (1)	0.0% (0)	0.0% (0)	5.9% (1)	17
General education paperwork	41.2% (7)	35.3% (6)	17.6% (3)	0.0% (0)	0.0% (0)	0.0% (0)	5.9% (1)	17
Collaborating/consulting with other professionals	0.0% (0)	43.8% (7)	31.3% (5)	18.8% (3)	0.0% (0)	6.3% (1)	0.0% (0)	16
Administrative tasks	35.3% (6)	41.2% (7)	17.6% (3)	0.0% (0)	0.0% (0)	5.9% (1)	0.0% (0)	17
Supervisory tasks	47.1% (8)	41.2% (7)	0.0% (0)	0.0% (0)	5.9% (1)	0.0% (0)	5.9% (1)	17

When asked about the impact of their program, 82.4% were *satisfied* or *very satisfied* with the way FAU prepared them to be successful in their current position. A broader but related question asked, *How well did your Master's program prepare you for your career?* - to which 50% responded *very well*, and 33.3 % responded *adequately*.

The Department has more specific data on the employment of our doctoral graduates. These data were also collected during a Department review of graduates, and includes all graduates through August 2015. To date we have had 32 graduates. Of these, 78% have had full time (62.5%) or part time (15.6%) positions in higher education following completion of the doctorate. Higher education positions include faculty from all ranks from visiting instructor to senior professor, as well as administrative positions including Program Coordinator, Department Chair, and Associate Dean. Non-higher education positions include Principal, Special Education Director, Executive Editor, Behavioral Consultant, Director of Early Learning, Chief Academic Officer, Clinical Director, Speech Language Pathologist, and Assistant Director. A summary of our doctoral graduates is found in the Appendix.

In addition to tracking these employment outcomes, the Department surveyed our doctoral graduates during our first program review in 2012. When asked about the impact of their doctoral program at FAU, 100% of the alumni reported they were *satisfied* or *very satisfied* with their FAU doctoral preparation. When probed about specific roles, 100% reported being *satisfied* or *very satisfied* with their preparation to *supervise preservice and inservice teachers*, and 77% identified that they continued to engage with students with disabilities in their current jobs. Assuming a strong link exists between a professional's effectiveness and one's willingness to mentor others, 57% of the doctoral completers reported that they mentored K-12 educators, and 22% mentored other higher education faculty. Our doctoral alumni made impressive professional accomplishments after graduation: 65% continue to conduct research; 70% publishing journal articles; 74% present at conferences; 57% serve on editorial boards as journal reviewers, or as grant reviewers; and 40% serve as an officer in professional organizations. These alumni published in a variety of journals, including: *Teaching Exceptional Children*; *Learning Disabilities Quarterly*; *Middle School Journal*; *Theory into Practice*; *Psychology in the Schools*; *Journal of Teacher Education*; *Focus on Autism and other Developmental Disabilities*; *Education and Training in Autism and Developmental Disabilities*; *Multicultural Education*; *Teacher Education and Special Education*; *Journal of Disability Policy Studies*, and elsewhere. As of the 2012 review, six doctoral alumni published books and nine published book chapters. These alumni also were successful when writing grants, with 12 completers securing grant funding totaling approximately \$3,785,000, and earned eight awards for their service or research, including a Distinguished Service Award from *Exceptional Parent*, an Outstanding College of Education Advisor Award, their University President's Citation for Exceptional Service, and an Outstanding Professional Educator Award.

xiii. Retention rates

Because the ESE Department's 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
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
	Degrees awarded with a:							
Masters	Degrees awarded with a:							
	Single major	8.0	3.0	7.0	8.0	13.0	274.0	1,355.0
	All	8.0	3.0	7.0	8.0	13.0	274.0	1,355.0
Specialist	Degrees awarded with a:							
	Single major						35.0	35.0
	All						35.0	35.0
Doctorate	Degrees awarded with a:							
	Single major		1.0	2.0	1.0	2.0	40.0	128.0
	All		1.0	2.0	1.0	2.0	40.0	128.0

xv. Student recruitment

The Department has several initiatives to increase graduate recruitment. At the doctoral level, we submitted and obtained a grant from the US Department of Education to support full-time doctoral study, and we have supported 6 students thus far in that project. We submitted and obtained a second grant from the USED to support graduate students to study interventions for students with autism. That project will support 45 master's degree and non-degree graduate students. In addition, the Department houses two other major grants (CARD; Academy for Community Inclusion) that currently supports 8 FAU students with tuition and fees. In 2014 the Department received its first 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. These funds also support our first Provost Fellowship which was an essential recruiting incentive for an African American doctoral student this year. Also, the Department has a series of recruitment brochures – all with a common format and theme. The graduate programs highlighted in this series include (a) the ESE doctoral program, (b) applied behavior analysis, (c) early childhood, and (d) autism. These flyers are distributed at state and local events.

Faculty

i. Administrative structure

Department of Exceptional Student 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, a joint program with the CCEI Department, 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 teaching 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 ESE Department's role within the College of Education is found in the COE Organizational Chart in the Appendix.

ii. Faculty profile (DDI B2)

The following table shows two trends that summarize the profile of the faculty of the ESE Department. 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 ESE Department are quite diverse.

B2- faculty

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
American Indian/Alaskan Native	Male							1
	Total							1
Asian or Pacific Islander								0
	Female						2	29
	Male	1	1	1	1	1	6	81
	Total	1	1	1	1	1	8	110
Black (Not of Hispanic Origin)	Female	2	2	2	2	2	6	33
	Male	1	1	1	1	1	1	19
	Total	3	3	3	3	3	7	52
Hispanic								1
	Female	1	1	1	1		6	33
	Male						2	21
Total		1	1	1	1		8	55
	Female	4	4	5	3	2	45	277
	Male	5	6	5	5	5	30	387
Total		9	10	10	8	7	75	664
	Female							1
	Male	7	7	8	6	4	59	372
Total		7	8	7	7	7	39	509
	Female							
	Total	14	15	15	13	11	98	882

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.

B2 adjuncts

Adjuncts		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Asian or Pacific Islander	Female						5	13
	Male						1	10
	Total						6	23
Black (Not of Hispanic Origin)	Female		1	1	2	1	7	26
	Male						9	20
	Total		1	1	2	1	16	46
Hispanic	Female	1	1		1	1	4	10
	Male						2	11
	Total	1	1		1	1	6	21
White (Not of Hispanic Origin)	Female	12	10	11	10	13	123	290
	Male	5	3	4	3	4	43	220
	Total	17	13	15	13	17	166	510
Total	Female	13	12	12	13	15	139	339
	Male	5	3	4	3	4	55	261
	Total	18	15	16	16	19	194	600

Source: Instruction and Research File

iii. Faculty teaching load

Faculty in the ESE Department teach the equivalent of a 3/3 load. This includes didactic courses, as well as course equivalents in which various FTE-generating activities are “bundled” to create a course. To bundle activities into a course equivalent, the Department uses the “4 student rule” as a guideline (i.e., 4 students registered for 3 credits each = 1 didactic course). This helps the Department meet its course delivery expectation, while (a) keeping individual faculty in touch with schools by supervising student teachers, (b) meeting student needs for research supervision, and (c) offering low enrollment courses needed for student programs.

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. In 2015-16, for example, three ESE faculty will work on projects that generate part of their salary, and have altered teaching loads as a result. Second, some ESE 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). Two ESE faculty will have an administrative re-assignment during 2015-16. 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. In the current academic year this includes one faculty member. The following table identifies the teaching assignments for ESE faculty during fall 2014 and spring 2015.

Faculty Member	Faculty Course Assignments	
	Fall 2014	Spring 2015
1	A	1.25; A
2	3	3
3	3; B	3; B
4	2.25; B	2; A; B
5	3.25	3; B
6	3	3
7	4; B	4; B
8	3	3.25
9	2; D	2; D
10	2; A	2; A
11	2; C	2; C

- A indicates FAU administrative assignment
- B Indicates "bundled" courses equal to or exceeding a didactic course
- C indicates College re-assignment
- D indicates grant sponsored re-assignment

iv. Summary of faculty research productivity (DDI Summaries)

The following three tables summarize the scholarly productivity during a five year period ending in 2013-14. 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 and third tables in this section supply data on what these research and scholarship activities included. These tables demonstrate that ESE faculty participated in a range of scholarly activities including writing books, journal articles, and presenting at conferences. The tables also show research dollars generated during this time frame (although the data for 2013-14 are not reported).

Part II B1 Faculty Person Years and FTE devoted to Research

				Exceptional Student Education					College Total	University Total	
				2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014	
Departmental Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.7	0.6	1.3	0.4	0.4	5.4	98.6	
			FTE	0.9	0.8	1.7	0.6	0.5	7.2	131.5	
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.0		0.0				6.0	
			FTE	0.0		0.0				8.0	
	Other personnel paid on faculty pay plan	--		Person-Years							11.2
				FTE							14.9
Total			Person-Years	0.7	0.6	1.3	0.4	0.4	5.4	115.8	
			FTE	0.9	0.8	1.7	0.6	0.5	7.2	134.4	
Sponsored Research	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.2	0.3	0.3	0.4	0.5	4.4	24.9	
			FTE	1.6	0.4	0.4	0.6	0.7	5.9	33.2	
	Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.9	0.2				1.9	5.1	
			FTE	1.1	0.3				2.6	6.8	
	Other personnel paid on faculty pay plan	--		Person-Years							25.6
				FTE							34.2
Total			Person-Years	2.1	0.5	0.3	0.4	0.5	6.4	35.7	
			FTE	2.8	0.7	0.4	0.6	0.7	8.5	44.2	

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 = .50 person-years

Part II C1-9 Research and Scholarly Productivity

		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions)	#	0	3	2	4	2	22	114
2. Other peer-reviewed publications	#	9	12	1	8	15	70	1,019
3. All other publications	#	0	0	2	0	3	70	365
4. Presentations at professional meetings or conferences	#	34	35	44	27	28	213	1,517
5. Productions/Performances/Exhibitions	#	0	0	0	0	0	5	330
6. Grant Proposals Submitted	#	5	3	4	6	0	0	0
Sponsored Research & Program Expenditures								
7. Organized Research	#	\$104,000	\$121	\$13,225	\$0	\$0	\$0	\$0
8. Sponsored Instruction	#	\$272,578	\$101,557	\$15,387	\$15,228	\$0	\$0	\$0
9. Other Sponsored Activities	#	\$581,043	\$596,311	\$476,570	\$524,249	\$0	\$0	\$0

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted & Sponsored Research & Program Expenditures)

		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Books (including monographs & compositions) per faculty member		0.0	0.2	0.2	0.3	0.2	0.3	0.2
2. Other peer-review publications per faculty member		0.7	0.9	0.1	0.7	1.4	0.9	1.6
3. All other publications per faculty member		0.0	0.0	0.2	0.0	0.3	0.9	0.9
4. Presentations at professional meetings or conferences per faculty member		2.6	2.7	3.4	2.3	2.5	2.9	2.4
5. Productions/Performances/Exhibitions per faculty member		0.0	0.0	0.0	0.0	0.0	0.1	0.5
6. Grant proposals submitted per faculty member		0.4	0.2	0.3	0.5	0.0	0.0	0.0
Sponsored Research & Program Expenditures								
7. Organized research expenditures per faculty member		\$8,000	\$9	\$1,017	\$0	\$0	\$0	\$0
8. Sponsored instruction expenditures per faculty member		\$20,968	\$7,812	\$1,184	\$1,269	\$0	\$0	\$0
9. Other sponsored activity expenditures per faculty member		\$44,696	\$45,870	\$36,659	\$43,687	\$0	\$0	\$0

Scholarly output (Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)

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, 8 ESE faculty participate in scholarly activities 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 million this year. Dr. Scott also serves as PI for other related projects for CARD including foundation gifts from the Mangurian Foundation (~\$50,000) and United Way (~\$40,000) to support a mentoring program and a speaker series. Dr. Cynthia Wilson is PI of a federal personnel preparation project from the US Department of Education (OSEP) that generates \$1.25 million for 5 years (*Project I²*). This grant provides student support for graduate students to pursue studies in autism, and supports Drs. Darling, Dukes, and Scott as faculty mentors. Dr. Michael Brady is PI of a federal leadership training grant from the US Department of Education (OSEP) that generates \$1.25 million for 5 years (*Mentor-Lead*). This grant provides support for full-time doctoral study, and supports Drs. Wilson, Duffy, Dukes, and Heiser as faculty mentors. Dr. Brady also serves as PI, and Dr. Mary Lou Duffy serves as Project Director, for the *Academy for Community Inclusion*, funded by a gift of 1.8 million from the Taft Foundation. The Academy establishes FAU as a post-secondary institution for adults with developmental disabilities. In addition to these funded projects, Dr. Katie Miller is currently writing a proposal to be submitted to the US Department of Education that will support students in their studies of intensive interventions for K-12 students with low incidence disabilities.

v. Strategic planning for hires

The ESE Department has been, and continues to be, very strategic in hiring faculty and instructors. We have worked as a Department to identify critical shortage areas and requested only faculty lines to fill those shortages. An example of this was the decision to pursue a faculty position to coordinate the field component of our degree programs. In many departments, this function is filled by staff, and consequently the field experiences often do not reflect a high expectation for instructional rigor in these placements. The Department matched its commitment to field experience to a request to upgrade this function to a faculty role. At a time when other departments were pursuing senior faculty for "loftier" positions, we committed to upgrading our field instruction, and as a result we now have both training and research outcomes associated with our field work.

Like other departments, ESE has not yet replaced the faculty expertise lost during the years when tenure-earning faculty positions were frozen. Due to the death of two faculty members, along with other retirements, a number of gaps in faculty expertise were created. However, we have strategically identified two areas in need of strengthening, and two faculty were added during the last two years to strengthen the Department in the areas of academic instruction for students with high incidence disabilities. For the second need, we share the interest of our colleagues in the CCEI Department in expanding the BECE program to the Davie campus. We conducted a search in 2014-15, but a late start in the search resulted in a thin candidate pool and we did not hire a faculty member. Our request to proceed with the Davie initiative by hiring a visiting instructor was approved and we have put that plan into action. We are now initiating a search to hire a permanent faculty position for that role.

vi. Abbreviated faculty CVs

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

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 an ESE 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, 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 ESE Department 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 our January 2015 review, 8 (of 11) faculty in the Department served on the editorial boards as Consulting Editors or Field Reviewers, or as guest reviewers for 16 different peer-reviewed journals. Those faculty, and the scholarly journals include:

Michael Brady	Editorial Board Editorial Board Editorial Board Guest Reviewer	Education & Training in Autism & Developmental Disabilities Focus on Autism & Other Developmental Disabilities* Teacher Education & Special Education Behavior Modification
Sharon Darling	Associate Editor Co-Editor:	Young Exceptional Children Special Issue Teacher Education & Special Education
Mary Lou Duffy	Editorial Board	Journal of Vocational Rehabilitation
Charles Dukes	Editorial Board Editorial Board Editorial Board Editorial Board Editorial Board Reviewer Guest Reviewer Co-Editor:	Journal of Special Education Teaching Exceptional Children Remedial and Special Education Research & Practice for Persons with Severe Disabilities Teacher Education & Special Education Beyond Behavior Multicultural Perspectives Special Issue Teacher Education & Special Education
Peggy Goldstein	Guest Reviewer	Child and Youth Care Forum
Katie Miller	Editorial Board Editorial Board	Journal of International Special Needs Education Journal of Special Education Leadership
Jack Scott	Editorial Board Editorial Board	Focus on Autism & Other Developmental Disabilities Teacher Education & Special Education
Cynthia Wilson	Editorial Board	Multiple Voices for Ethnically Diverse Exceptional Learners*

ii. Interdisciplinary efforts and community engagement efforts

The interdisciplinary community engagement effort of the ESE Department 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 ESE Department 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, (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, and employment sites.

Two community initiatives in the Department present the compelling nature of our work. First, the Center for Autism and Related Disabilities (CARD) currently provides services to 3750 people in the FAU region, and is part of the state-wide effort to minimize the devastating impact that this condition 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. The FAU CARD is the only CARD in Florida housed in a special education department, and that location characterizes the nature of the supports that we make available to these individuals and their families. The FAU CARD community effort has included initiatives involving reading, tutoring, mentoring, self-determination, teacher education, and career education. The second community initiative housed in the Department is the FAU Academy for Community Inclusion (ACI). The Academy is the first post-secondary program for adults with developmental disabilities in Florida to offer certificate programs in supported employment, community access, and supported community living in an inclusive higher education environment. Initiated in May of 2015, ACI is currently developing programs and courses that focus on practical skills such as employability, study techniques, time management, soft skills for the workplace, personal finance, and internet safety, and the first cohort of students is expected in January 2016.

iii. Establishment of goals for research

ESE Department has seven research goals for 2015-16:

1. Complete a white paper of reading and literacy research conducted in the ESE Department, with recommendations for future research at FAU.
2. 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.
3. Highlight the scholarly productivity of ESE faculty and ESE doctoral students.

4. Complete the analysis of doctoral student participation in Project Review, the manuscript review initiative that the Department shares with *Teacher Education and Special Education*. This analysis will summarize the number of students who have participated in this activity, and the number of manuscripts that they have reviewed for *TESE* and other journals.
5. Develop one additional grant proposal to be submitted to the US Department of Education.
6. Compile the first set of professional development case studies for the mentoring monograph under development by faculty and doctoral students in ESE.
7. Maintain the scholarly productivity of ESE faculty resulting in manuscripts submitted to peer reviewed journals and conference presentations.
8. 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. This assignment will be attached to EEX 4070 and EEX 2091, and will be piloted in Spring 2016.

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 annual 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

ESE faculty members are deeply engaged in engaged in community initiatives. In 2014-15, some of these faculty activities included (a) review team member for FDOE Rtl initiative, (b) review team members for FDOE teacher certification exam revisions, (c) advisory role for Palm Beach County United Way, (d) board members for three private and charter schools, (e) advisory role for NBC TV affiliate, (f) reviewer for a foundation scholarship award committee, (g) service to FDOE Statewide Course Numbering System, (h) team leaders in a Palm Beach County community needs assessment for people with disabilities, (i) presentations at school events in our partner districts, (j) member of Palm Beach County Transition Committee, along with numerous other community service projects.

In addition, ESE faculty are active in their professional communities as well. The faculty who review for professional journals were listed earlier, but during 2014-15 faculty also served as referees for proposals for conferences, conducted P&T reviews for faculty at other universities, provided consultations to teachers and principals in local schools, and served as officers of 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 ESE 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 (NCATE, 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 ESE 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. A second example is the University Technology Showcase in which one ESE faculty member has consistently delivered technology open work sessions at two different campuses during the past three years. These sessions have attracted students, adjuncts, and faculty who wished to explore evolving instructional technologies, and have received enormously positive feedback.

ESE Part III Service

Part II B 1-3 Service Productivity

	Exceptional Student Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Faculty memberships on department, college or university committees #	100	133	112	96	79	791	2,534
2. Faculty memberships on community or professional committees #	42	45	52	46	36	257	1,000
3. Faculty serving as editors or referees for professional publications #	6	10	7	7	0	47	654

Source: College Dean's Offices

Part II C 1-3 Efficiency

	Exceptional Student Education					College Total	University Total
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
1. Faculty memberships on department, college or university committees per faculty member	7.7	10.2	8.6	8.0	7.2	10.7	4.0
2. Faculty memberships on community or professional committees per faculty member	3.2	3.5	4.0	3.8	3.3	3.5	1.6
3. Faculty serving as editors or referees for professional publications per faculty member	0.5	0.8	0.5	0.6	0.0	0.6	1.0

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

ESE Department has five service goals for 2015-16. 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 deliver the revised bachelor's degree program in ESE.
3. Deliver our 6th Fall undergraduate orientation, and another graduate recruitment event.
4. We will revise and submit the materials showing that FAU meets the requirements for continued approval by the ABA Board for continued program approval.
5. Determine the need to continue to implement the 1-credit re-certification courses for teachers in our partner school districts, and make adaptations as needed.

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 "other" program goals for 2015-16. The first three are central to the heart of the Department and include:

1. Complete the program improvement of the Instructional Practices in ESE concentration in our master's degree program.
2. Develop an alternative plan for the COE Teaching Mastery initiative. (This University-based effort was frozen for Fall 2015 due to a funding shortage.)
3. Continue to develop and begin to implement the new post-secondary program for adults with developmental disabilities (i.e., the FAU Academy for Community Inclusion).

With each passing year the Department (like other departments in the COE) are called on to add new, typically unplanned and unfunded, goals. The Department works to incorporate these new goals into its business. Unplanned goals that the Department is incorporating into its operations include:

4. Add new teacher evaluation systems that have not been validated into the Department Student Teacher evaluation system, as required by FDOE.
5. Prepare our current University Supervisors to administer these evaluations to our Student Teachers.

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, the progress made on the new *Academy for Community Inclusion*, and the outcome of the student teacher evaluation system, will be sent to the funding foundation and the FDOE respectively. Other goal areas (i.e., completion of the curriculum revision, continuation of teaching mastery sessions, and compliance with the assessment requirements) will be found in Department minutes, College documents, and University data bases.

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

A defining characteristic of the faculty in the ESE Department 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. 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. This propensity opens many doors of opportunity for ESE faculty and students. For example, the research of the students and faculty in ESE 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 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). As a result, faculty and students in ESE have the opportunity to "practice their trade" in a way that is steeped with intrinsic rewards for doing their work.

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

Like all academics, the biggest threats to ESE faculty productivity and programs come from areas out of their control, and parties unresponsive to objective knowledge. For example, for at least two decades the Department has demonstrated that our programs are based on research, and has shifted away from teaching practices that are not. Recently, a number of legislative and regulatory requirements demanded that the Department abandon a commitment to evidence-based practice, and adopt practices that meet no such standard. The current demand that the Department now adopt teacher evaluation systems that are not grounded in research follows the Department's history of adopting and creating teacher evaluation systems that did emanate from research. ESE faculty know the difference, and are justifiably slow in showing enthusiasm

to adopt unproven practices. Yet in our field, and other areas of teacher education, new external requirements such as these emerge annually. In another legislative requirement, university faculty involved in teacher preparation were required to participate on-site in K-12 school activities. No other university faculty were required to shift time and effort from their scholarship for this purpose. The COE and Department invested considerable time and effort in obtaining clarifications on the parameters of the requirement, creating tracking systems to monitor it, and discerning the value of the experiences... only to see the requirement reversed by another round of regulatory action.. and in Fall of 2015, re-implemented. The result: more time and effort invested in an activity that distracted faculty from what they do best – and then eliminated – and then re-established, with few lessons learned. A third external threat can be seen by the legislative effort to certify teachers without actual preparation to teach. Immediately after FDOE announced its initiatives to certify teachers without any actual preparation, enrollments in university-based teacher education programs dropped dramatically. As predicted, within two years of enacting this new certification scheme, district educators and parents expressed loud concern that many of the newly-certified but untrained teachers were unprepared to teach real children. University-based teacher education programs who weathered the enrollment losses have seen a new interest in formal teacher preparation, and many (including the ESE program at FAU) have seen increases in their graduate enrollments. Obviously these and other threats cause concern, but they also result in departments (like ESE) making improvements in programs. Given the frequency of these external demands, faculty in the ESE Department have become adept at weathering the storms and using the threats as stimuli for program improvements.

I. Resource analysis for School or College

Faculty who have served in state universities have grown to 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 ESE Department: 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 ESE Department, 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:

- 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 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. ESE has been able to rebuild the Department in recent years by adding two regular faculty members to replace some of the faculty we lost.

We have received approval for the addition of a third faculty member to expand the BECE program to a new campus. In recent years we also added a new Graduate Assistant to the Department to bring the total of College-funded GAs to two. In addition to faculty, the biggest need based on resource availability is for research support (statistics, design, and methods consultation) and support within the Department to comply with the University's and College's burgeoning assessment requirements.

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, the likelihood of an increase in resource *availability* to hire new faculty does not lead to successful hiring if the *predictability* of hiring approval does not match the dynamics of the faculty job market. The ESE Department ran two faculty searches last year. In both cases the delay in approval to begin the process hampered the searches, and one of the searches was unsuccessful when our top several candidates accepted job offers from schools who were more timely in their interviews. The identical process is in play now, and we have just gained permission to begin a timely search.

Both *availability* and *predictability* have been challenges for recruiting and retaining students. University support for graduate and undergraduate students has been minimal and unpredictable. The Department generates the majority of support for graduate students; unfortunately support for undergraduates is even less. On several occasions we have lost potential graduate students because we were unable to support them, and when support was available, the actual dollar amount has been too low to support full-time study. Our current federal training grants have help bolster enrollments, and we now have full-time doctoral students as a result.

J. Future directions for School or College

Future directions for the ESE Department are found in the goals presented in several previous sections. To summarize, we are working on initiatives to (a) improve our current programs, (b) increase the number of students who enroll in and graduate from our programs, (c) increase the impact on people with disabilities and their families in our community, and (d) increase our impact on the field through our scholarship. Some specific directions include:

- Increase our ability to offer the BECE and other programs in early childhood to additional students, including students at the Davie campus;
- Increase our ability to offer our programs in applied behavior analysis and autism spectrum disorders;
- Complete the revision of the Instructional Practices concentration area in the master's degree program to include a second methods course and Practicum;
- Increase our doctoral enrollment, student research productivity, and graduates;
- Deliver a self-sustaining post-secondary program for adults with developmental disabilities;
- Increase the impact of CARD on individuals with autism spectrum disorders and their families;
- Explore future degree offerings (including the Educational Specialist, PhD, or other degrees) in transition, secondary education, and other areas; and

- Establish FAU as a logical alternative for active researchers investigating disability and teacher education issues.

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. Two such questions are currently being considered in the Department.

1. Graduates of the ESE doctoral program have demonstrated their preparedness for faculty roles after leaving FAU. Our doctoral students are engaged in serious scholarship while enrolled, and the majority have been successful as faculty members upon graduation. Ironically, the ESE doctoral program is the only EdD program in a College of Education in which few other doctoral (PhD) graduates conduct publishable research before the dissertation, and do not pursue faculty roles after graduation. The Department is seeking input on the value, cost, and pragmatics of changing the EdD degree program to a PhD program.
2. The Bachelor's degree in Early Care and Education (BECE) is currently a shared degree between two departments: ESE and CCEI. 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 ESE Department is re-considering the original logic of operating a program across multiple departments.

A third question is posed at the request of the Provost's office:

Are there any comments or critiques regarding the advising structure of the program?

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 21 questions in the survey, covering various course organization, delivery and teacher performance topics. Two items in particular are reported as summary statements on the quality of the course (Item 20) and the rating of the instructor (Item 21). 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 20). 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 21). The metric in the third table in this section uses a reversed rating scale where the highest score (4) indicates the best rating. 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. See appendix for full report comparing ESE to COE means on each of the 21 SPOT items.

E1 SPOT report

Scale 1=Excellent 5=Poor		20. Rate the quality of instruction as it contributed to your learning in the course.						
		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	# Sections	58	65	70	56	32	383	3,329
	Mean Rating	1.6	1.7	1.7	1.6	1.6	1.7	1.9
Graduate	# Sections	7	15	15	15	7	118	562
	Mean Rating	1.5	1.6	1.8	1.5	1.5	1.5	1.6
Total	# Sections	65	80	85	71	39	501	3,891
	Mean Rating	1.6	1.7	1.7	1.6	1.6	1.6	1.8

Source: Student Perception of Teaching Results, Summer 2011 to Fall 2013

Scale: 1=One of Most Effective 5=One of Least Effective		21. What is your rating of this instructor compared to other instructors you have had?						
		Exceptional Student Education					College Total	University Total
		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014	2013-2014
Undergraduate	# Sections	58	65	70	56	32	383	3,329
	Mean Rating	1.7	1.9	1.8	1.8	1.7	1.9	2.0
Graduate	# Sections	7	15	15	15	7	118	562
	Mean Rating	1.7	1.8	2.0	1.7	1.7	1.7	1.9
Total	# Sections	65	80	85	71	39	501	3,891
	Mean Rating	1.7	1.9	1.9	1.8	1.7	1.8	2.0

Source: Student Perception of Teaching Results, Summer 2011 to Fall 2013

E2- Student Satisfaction

Student Level			Exceptional Student Education						College Total	University Total	
			2000-2001	2002-2003	2004-2005	2006-2007	2008-2009	2010-2011	2012-2013	2012-2013	2012-2013
Undergraduate	Quality of courses in degree program	# Responses	20	19	14	5	20	19	28	334	2,211
		Mean	3.3	3.2	3.0	3.2	3.2	3.2	3.3	3.0	3.0
	Quality of instructors in degree program	# Responses	21	17	14	5	18	19	28	323	2,137
		Mean	3.2	3.4	3.2	3.4	3.1	3.3	3.2	3.0	3.0
	Quality of advising in college advising office	# Responses	18	17	11	4	16	18	27	298	1,933
		Mean									
Quality of advising by faculty	# Responses	15	15	11	4	17	15	29	295	1,808	
	Mean	2.6	3.3	3.4	3.0	3.2	2.9	2.9	2.9	2.9	
Graduate	Quality of courses in degree program	# Responses	19	11	16	2	6	1	1	112	476
		Mean	3.1	2.8	3.0	3.0	3.3	3.0	3.0	3.2	3.1
	Quality of instructors in degree program	# Responses	19	11	14	2	6	1	1	107	461
		Mean	3.3	3.1	3.2	2.5	3.5	4.0	4.0	3.2	3.2
	Quality of advising in college advising office	# Responses	6	8	15	2	3	0	1	78	308
		Mean									
Quality of advising by faculty	# Responses	17	9	14	2	3	1	1	95	358	
	Mean	3.1	3.1	2.9	2.5	3.3	4.0	4.0	3.1	3.1	

Scale 1=Poor 4=Excellent
Source: Student Satisfaction Survey

Appendix A
Student Learning Outcomes
B.A. and B.A.E. Exceptional Student Education
2014-2015 Assessment Plan

Learning Outcome 1

Description and Methodology

Outcome Description

Students completing the ESE bachelor's degree program will demonstrate professional and specialization knowledge as a teacher, consistent with the CAEP and FL DOE mandates, and the Department's conceptual framework.

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

FAU Strategic Plan related goals & objectives:

N/A

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 learning outcomes in each course (e.g., critical assignments, etc.). At least one assessment will be collected in each course. Faculty will score the assessments based on scoring guidelines assigned to each rubric. Students demonstrate the learning outcome by successfully completing the CAs.

Criterion for success

Content knowledge will be assessed during each course, and in the two Practical, and during Student Teaching.

Results

Data Summary

Cohort 1: Students progressed through the sequence of courses. 45 rising juniors in Fall 13 entered the ESE course sequence. 42 completed Fall courses and met or exceeded expectations on the CA with corresponding competencies. From this group, 32 met or exceeded Spring CAs (and corresponding competencies) and entered the Summer course sequence.

Cohort 2: During this same period (Fall 13), 22 rising seniors entered the course sequence and met or exceeded CA expectations. Of these, 21 successfully completed Student Teaching in Spring 14.

Program Improvement

A host of supplemental activities have been developed and will be implemented in coming semesters, including reading circles, seminars, and related field activities.

Program Improvement Codes

Learning Outcome 2

Description and Methodology

Outcome Description

Students completing the program will demonstrate the Florida DOE's Educator Accomplished Practices. Syllabi now reflect new State Department of Education standards, and outcomes are measured across program courses.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

FEAPs are distributed through all required program courses.

Assessment Method:

Students will demonstrate competence in each of the Accomplished Practices by demonstrating the minimum standard performance score on the EAP assigned to each class. (Each Accomplished Practice is referenced to each course in a student's program.) As a result, student progress is assessed throughout the entire program of study. (Note: While 100% of graduates must meet each standard, the minimum performance standard on each Practice requires 73% achievement.)

Criterion for success

100% of graduates will demonstrate competence in each of the FEAPs, using Critical Assignments as indicators.

Results

Data Summary

The data reported for Outcome 1 are germane here as well since the critical assignments reported for Outcome 1 are the same CAs as for Outcome 2. The undergraduate program operates as two distinct cohorts, progressing through the semesters simultaneously. As a rising junior cohort progresses through Fall and Spring, so does a rising senior cohort.

The data for these two cohorts follows:

Cohort 1: Students progressed through the sequence of courses. 45 rising juniors in Fall 13 entered the ESE course sequence. 42 completed Fall courses and met or exceeded expectations on the CA with corresponding competencies. From this group, 32 met or exceeded Spring CAs (and corresponding competencies) and entered the Summer course sequence. Cohort 2: During this same period (Fall 13), 22 rising seniors entered the course sequence and met or exceeded CA expectations. Of these, 21 successfully completed Student Teaching in Spring 14.

Program Improvement

The central program improvement will be to digitize the supervision and feedback in our field components. This will require students to report progress on their students' achievement to the supervisors electronically. It also will enable supervisors to complete their observations and other evaluations electronically. Some initial work has been completed on this, but the bulk of the work will occur if we are able to obtain support for hardware and software from a university tech grant (to be submitted Fall 2014).

Program Improvement Codes

Learning Outcome 3

Description and Methodology

Outcome Description

Students completing the program will successfully demonstrate practical application of teaching skills and dispositions.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Field-based experiences during Practicum I, Practicum II and Student Teaching are designed to promote the development, refinement, and application of FEAP Indicators. All NOS and PAR instruments were revised so that each practice is now linked to a FEAP, and all FEAPs are addressed and assessed in the clinical experiences.

Assessment Method:

Students in Practicum I will earn satisfactory scores (3 or higher) on the Practicum Observation forms and PARS before proceeding to Practicum II. Students in Practicum II will earn satisfactory scores (3 or higher) on the Practicum II Observation forms and PARS before proceeding to Student Teaching. Students enrolled in Student Teaching will earn satisfactory scores (3 or higher) on the Student Teaching observation forms, and on the Professional Attribute Rating Scale (PARS) before completing Student Teaching.

Criterion for success

100% of graduates will earn satisfactory scores on the Practicum and Student Teaching observation forms, and on the Professional Attribute Rating Scale in the Practicum I and II before moving on to their Student Teaching.

Results

Data Summary

22 students enrolled in Practicum 1 in Summer 13. Of these all 22 met or exceeded standards on the NOS and PAR and enrolled in Practicum 2 in Fall 13. Of this group, 21 met or exceeded standards on the NOS and PAR and entered Student Teaching in Spring 14. All of these students completed this experience successfully.

Program Improvement

We are experimenting with methods to digitize the supervision process for Practicum and Student Teaching. This will enable us to get feedback to students more quickly. It will also allow supervisors to provide feedback that is more instructional in nature. Also, this will reduce paperwork management requirements, and enable us to gather student performance data more readily.

Program Improvement Codes

Bachelor in Early Care and Education 2014-2015 Assessment Plan

Learning Outcome 1

Description and Methodology

Outcome Description

The Critical Assignment in EEC 3214, Designing and Implementing a Blended Curriculum: Birth to Age Eight, addresses and assesses student performance related to Content (Declarative Knowledge).

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

In EEC 3214, the student develops a 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, curriculum model or approach, staffing, and classroom routines or schedules.

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.

Results**Data Summary**

In Fall 13, 80 students enrolled in EEC 3214. Of these students who met or exceeded expectations for the CA, and 66 went on to enroll in EEX 3226 (66 students) or EEX 3754 (69 students) in Spring 14.

Program Improvement

The complexity of the CA and related assignments in EEC 3214 require continued attention to the class size in this course. The class size across courses should be standardized across courses and semesters in the future.

Program Improvement Codes**Learning Outcome 2****Description and Methodology****Outcome Description**

The Critical Assignment in EEC 4313, Blended Early Childhood Methods: Birth-5, addresses and assesses student performance related to Content (Procedural Knowledge) and Critical Thinking.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

The Critical Assignment in EEC 4313, Blended Early Childhood Methods: Birth-5, addresses and assesses student performance related to Content (Procedural Knowledge) and Critical Thinking.

Assessment Method:

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

Criterion for success

90% of students enrolled in EEC 4313 will successfully demonstrate mastery of the Activities, Strategies, and Ongoing Assessment project, which may include remediation to earn mastery.

Results

Data Summary

50 students enrolled in and met or exceeded standards for the CA in Fall 2013.

Program Improvement

Additional sections of EEC 4313 will be needed for future fall semesters to accommodate the growing number of students who now reach the most advance course in the BECE course sequence.

Program Improvement Codes

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 Written Communication and Critical Thinking.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

In EEX 3226, students complete a Test Administration and Interpretation Project. In it, they administer, score, and interpret one non-referenced and one criterion-referenced assessment on a child 5 years old or younger. Students will complete protocols, complete written analysis of the student's performance, including strengths and weaknesses, and identify appropriate goals for the student.

Assessment Method:

In EEX 3226, students complete a Test Administration and Interpretation Project. In it, they administer, score, and interpret one non-referenced and one criterion-referenced assessment on a child 5 years old or younger. Students will complete protocols, complete written analysis of the student's performance, including strengths and weaknesses, and identify appropriate goals for the student.

Criterion for success

90% of students enrolled in EEX 3226 will successfully demonstrate mastery of the Test Administration and Interpretation Project, which may include remediation to earn mastery

Results

Data Summary

66 students in EEX 3226 met or exceeded the expectations for the CA in Spring 2014 and moved on to the next courses in the BECE sequence (EEX 3603 - Summer 14 - 58 students) (EEX 4112 - Summer 14 - 65 students).

Program Improvement

Additional instructors are needed to teach EEX 3226 due to the technical nature of the content. Additional testing materials will also be identified and obtained.

Program Improvement Codes

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.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

In EEX 3603, students write a Classroom Management Plan. In it, they must demonstrate their 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:

In EEX 3603, students write a Classroom Management Plan. In it, they must demonstrate their 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.

Criterion for success

In EEX 3603, students write a Classroom Management Plan. In it, they must demonstrate their 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.

Results

Data Summary

58 students enrolled in EEX 3603 in the Summer 14. All of these met or exceeded expectations for the CA and went on to enroll in the next course in the BECE course sequence [in Fall 2014].

Program Improvement

Additional sections of this course will be needed to accommodate the expected increase in student enrollment.

Program Improvement Codes

M.Ed. Exceptional Student Education 2014-2015 Assessment Plan

Learning Outcome 1

Description and Methodology

Outcome Description

Students completing the master's program will demonstrate mastery of content knowledge by successfully completing a culminating experience.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

For students in the concentration area of Instructional Practices, the culminating experience has become a 6-hour Graduate Internship. For students in all other concentration areas (Gifted Education, Early Childhood, Reading, Applied Behavior Analysis or Professional Development) the culminating experience will be an applied field project, internship, or thesis.

Assessment Method:

Graduates completing the 6- hour Graduate Internship will be evaluated with the Practicum and Student Teaching observation forms and the Professional Attribute Rating Scale (PARS).

Graduates completing the applied field project or thesis will be evaluated with the Field Project Guide.

Criterion for success

100% Graduates in the master's program will successfully complete the Internship, Field Project, or Thesis.

Results

Data Summary

One student completed the thesis as a culminating project during the reporting period. Two students completed the Field Project. All others successfully completed the Graduate Internship

Program Improvement

There was confusion regarding the number of credits required and the placement expectations for students in the ABA concentration. This was clarified in two faculty meetings, but additional advising information will be provided in the Graduate Handbook. In addition, another advising sheet for students in the ABA concentration will be developed and disseminated.

Students who complete the Field Project will be asked to present the outcomes of their projects to undergraduate students who participate in the honors program, learning circles, and other undergraduate seminars.

Program Improvement Codes

Learning Outcome 2

Description and Methodology

Outcome Description

Students enrolled in the master's program will demonstrate progress toward mastery of critical thinking during assessment check points during their program.

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

FAU Strategic Plan related goals & objectives:

N/A

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 will be assessed using a rubric.

Criterion for success

All students must either meet or exceed expectations on the rubric to earn credit for the critical assignment. Remediation for those students who do not meet expectations on the first attempt may include coaching/mentoring, revision feedback or consultation. Students who do not meet expectations on the second submission do not earn passing (B) for the course.

Results

Data Summary

An additional course was designed as part of the master's degree assessment plan. EEX 6259 was assessed in the spring term. 16 of 16 students met or exceeded expectations on the CA for this course. For EEX 5622 (Summer 14) 14 of 14 students met or exceeded expectations on the CA for the course. For EEX 6027 (Summer 14), 7 of 7 students met or exceeded expectations on the CA.

Program Improvement

The collaboration courses (EEX 5622) will be examined by a faculty group to evaluate whether any of the mentoring readings used in the Department's leadership project can be adopted as core readings for this course.

Program Improvement Codes

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 during their program.

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

FAU Strategic Plan related goals & objectives:

N/A

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) in EEX 5622, EEX 6259 and EEX 6027 will be assessed.

Assessment Method:

Student performance on CAs will be assessed using a rubric.

Criterion for success

All students must either meet or exceed expectations on the rubric to earn credit for the critical assignment. Remediation for those students who do not meet expectations on the first attempt may include coaching/mentoring, revision feedback or consultation. Students who do not meet expectations on the second submission do not earn passing (B) for the course.

Results

Data Summary

For EEX 6259 (Spring 14) 16 of 16 students met or exceeded expectations on the CA for this course. For EEX 5622 (Summer 14) 14 of 14 students met or exceeded expectations on the CA for the course. For EEX 6027 (Summer 14), 7 of 7 students met or exceeded expectations on the CA met or exceeded expectations on the CA for this course.

Program Improvement

Although communication is vital to the CA in EEX 6027, students who complete a master's thesis or Field Project have heightened expectations for written and oral communication demonstrations. In future semesters, we will report the types and outcomes of these culminating experiences.

Program Improvement Codes

Ed.D. Exceptional Student Education 2014-2015 Assessment Plan

Learning Outcome 1

Description and Methodology

Outcome Description

Students completing the doctoral program will graduate with leadership-level knowledge and skills

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

A portfolio summary is designed by each Doctoral candidate, highlighting leadership competencies in competency areas. A newly designed electronic portfolio is being tested in the Fall of 2013. The hope is to open the system in Spring 2014 to current Doctoral students.

Assessment Method:

Students completing the doctoral program will have documentation of their leadership competencies in a minimum of 3 of the following competency areas: 1) college teaching, 2) district/agency in-service; 3) program evaluation or research; 4) professional dissemination; and 5) consultation. Methods for evaluating their e-portfolios will be established based on the feedback from the Fall field testing.

Criterion for success

All students completing the program will demonstrate leadership competencies in a minimum of 3 of the 5 required competencies.

Results**Data Summary**

The portfolio implementation did not occur in Spring of 2014. It has been built in to a faculty member's annual assignment and will be field tested during 2014-15.

The Department graduated two doctoral students during 2013-14, and both completed a minimum of 3 doctoral competency areas. Both were successful in college teaching, and one continues to teach for us as an adjunct instructor. Both successfully completed experimental research methods for the dissertation, and one has the study under revision for dissemination in a peer-reviewed journal. A follow-up study with another FAU student is also being conducted based on his previous research. One graduate has taken on a role in Broward schools as an in-service provider, and the other provides consultations to several school districts and agencies.

Program Improvement

The tracking system that has been designed, delayed, revised, and delayed again, (but not implemented) is the target for improving the tracking of this objective.

Program Improvement Codes**Learning Outcome 2****Description and Methodology**

Outcome Description

Students enrolled in the doctoral program, and those completing the program, will build upon the knowledge attained during their doctoral studies.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

Gather information from current doctoral students' portfolios; conduct an exit survey of graduating Doctoral students; conduct an alumni survey of graduates.

Assessment Method:

During the Outcome 1 assessment, we will summarize student use of knowledge as indicated by portfolio entries. During the exit survey, recent graduates of the Doctoral program will indicate if they have published, presented, or otherwise publicized work related to their doctoral research. During the alumni survey, we will update our alumni profiles of Doctoral program graduates.

Criterion for success

50% of current students will indicate that they have participated in public dissemination of work related to their doctoral studies; 75% of program graduates will indicate that they have participated in public dissemination of work related to their doctoral studies.

Results

Data Summary

The completed survey of all doctoral graduates, and a summary of their profiles, is now published on the ESE Department website.

For active students in the program during 2013-14, 14 of 19 (74%) disseminated their scholarship at state or national conferences. Eight (42%) active students published their work in (or had manuscripts under review in) peer reviewed journals. Of the two students who graduated in 2013-14, both published research in peer reviewed journals, and both ~disseminated their scholarship at state or national conferences.

Program Improvement

1. The inability to bring the doctoral student tracking system on line (see Objective 1) hindered the Department's ability to gather information for a complete profile of student productivity. We will complete that project this year.
2. To increase the focus on research, the Department adopted a requirements that students will develop a doctoral prospectus immediately after completing the comprehensive exam. This will jump start their work on the dissertation proposal.
3. To increase support for full time study (with a concomitant increase in research productivity) we submitted a proposal to the US Department of Education for funding for students.

Program Improvement Codes

Learning Outcome 3

Description and Methodology

Outcome Description

Students completing the doctoral program will demonstrate success in their post-doctoral fields.

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

FAU Strategic Plan related goals & objectives:

N/A

Implementing Strategy:

The Department will continue to conduct a post-doctoral, alumni survey.

Assessment Method:

Program graduates will obtain special recognitions, promotions, new or changed employment, or other indicators of success within 2 years of program completion. This information will be gathered during 2-year telephone and/or email post-graduation interviews.

Criterion for success

75% of graduates will obtain indicators of success, including publications, grants, special recognitions, promotions, merit increases, new or changed employment, personal growth, or new interest areas and within two years of program completion.

Results**Data Summary**

The plan to assess our doctoral graduates every two years was altered due to the amount of effort required to conduct the assessment. Instead, a comprehensive assessment was administered, and results were posted to the Department website. The results provide a profile of doctoral graduates, including the percentage of graduates who were employed in higher education after graduating from FAU (74%). Additional information was provided showing the diversity of our graduates, time to completion, and other activities since graduating.

Program Improvement

Our funded project to support doctoral study will require tracking our graduates into their 2d and 3d years in higher education. We will incorporate that information in our next doctoral alumni survey.

From our doctoral alumni we learned that resources to allow full time study was a serious hindrance to students. We have increased employment opportunities for doctoral students, and will increase grant activity with an eye toward support doctoral students as supervisors, adjuncts, and other staff.

Program Improvement Codes

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
	<i>Note: 15 hours of field work in a school is required</i>	
EEX 4050	Overview of Programs for Students with Exceptionalities	3
	<i>Note: 15 hours of field work in a school is required</i>	
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)
	<i>Note: 6-9 hours per week of field work is required</i>	
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: PreK through Grade 8	3
	<i>Note: Field experience in a classroom setting may be required</i>	

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)
	<i>Note: 6-9 hours per week of field work is required</i>	
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 (<i>Prerequisite or EEX 2010</i>)	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 <i>Note: 15 hours of field work in a school is required</i>	3
EEX 4101	Language & Speech Disorders <i>Note: 15 hours of field work in a school is required</i>	3
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 <i>NOTE: 6-9 hours of field work per week is required</i>	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8 <i>NOTE: Field work in a classroom setting may be required</i>	3

Year 2: FALL Semester

EEX 4066	Instructional Practices for Students with Mild Disabilities	3
EEX 4843	Practicum 2: Mild Disabilities <i>NOTE: 6-9 hours of field work per week is required</i>	1 (1-3)
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 (<i>Prerequisite or EEX 2010</i>)	3 credits
EEX 4050	Overview of Programs for Students with Exceptionalities <i>Note: 15 hours of field work in a school is required</i>	3
EEX 4101	Language & Speech Disorders <i>Note: 15 hours of field work in a school is required</i>	3
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 <i>NOTE: 6-9 hours of field work per week is required</i>	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8 <i>NOTE: Field work in a classroom setting may be required</i>	3
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 <i>NOTE: 6-9 hours of field work per week is required</i>	1 (1-3)
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 <i>Note: 15 hours of field work in a school is required</i>	3 credits
EEX 2091	Disability and Society (<i>Prerequisite or EEX 2010</i>)	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 Course Option 1* (<i>See Notes</i>) Course Option 2* (<i>See Notes</i>)	3
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Year 2: FALL Semester

EEX 4101	Language & Speech Disorders <i>Note: 15 hours of field work in a school is required</i>	3
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 <i>NOTE: 6-9 hours of field work per week is required</i>	1 (1-3)
EEX 4601	Behavior Change Strategies	3
RED 4552	Reading Diagnosis & Remediation: Pre-K to Grade 8 <i>NOTE: Field work in a classroom setting may be required</i>	3

Year 3: FALL Semester

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

Year 3: SPRING Semester

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

* 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 and Advising Sheet



Department of Curriculum, Culture, and Educational Inquiry
Department of Exceptional Student Education

Bachelor in Early Care and Education
Advising Form
June 2011

First Name: _____ Last Name: _____ Z Number: _____
 Address: _____ City: _____ State/Zip: _____
 Cell Phone: _____ Home Phone: _____ Work Phone: _____
 Associate Degree(s): _____ Year Admitted to FAU/BECE: _____ FAU Email: _____

			Semester / Grade
First Semester (Fall) 12 credits			
EEX 3201	Typical/ Atypical Child Development: Birth - Age 8	(3)	_____
EEC 3214	Designing and Implementing a Blended Curriculum: Birth - Age 8	(3)	_____
LAE 4353	Language Arts and Literature: Birth - Grade 8	(3)	_____
EDF 3430	Educational Measurement & Evaluation	(3)	_____
Second Semester (Spring) 14 credits			
RED 4308	Reading Development I: Birth -- Grade 3 (Prereq. LAE4353)	(3)	_____
EEX 3226	Assessment of All Young Children (Prereq. EDF3430; EEX 3201)	(3)	_____
EEX 3754	Building Family, Community and School Partnerships	(2)	_____
*Elective		(3)	_____
*Elective		(3)	_____
Third Semester (Summer) 12 credits			
EEX 3603	Positive Behavior Supports in Inclusive Early Childhood Settings (Prereq. EEX3226)	(3)	_____
EEX 4112	Language Development and Intervention in Young Children (Prereq. EEX3226)	(3)	_____
*Elective		(3)	_____
*Elective		(3)	_____
Fourth Semester (Fall) 13 credits			
EEC 4313	Blended Early Childhood Methods: Birth - Age 5 (Prereq. EEX3226, EEC3214)	(4)	_____
*Elective		(3)	_____
*Elective		(3)	_____
*Elective		(3)	_____
Fifth Semester (Spring) 9 credits			
*Elective		(3)	_____
*Elective		(3)	_____
*Elective		(3)	_____

***NOTE: Advisor approval is required for all electives.**

University Deficiencies: _____

Student's Signature / Date

Advisor's Signature / Date

Chairperson's Signature / Date

Approved for Admission by OASS / Date

Have you ever been arrested, charged with and/or convicted of a misdemeanor or felony? No ___ Yes ___ Failure to disclose this information will result in dismissal from the program. (Note: Florida child care agencies require all providers to be fingerprinted and screened for felony convictions.)

Student's Signature / Date

Appendix D
Abstracts of the Rational Value-Added Model

**Adding Value-Added Models to Teacher Preparation Programs:
Validity and Reliability Threats, and a Manageable Alternative**

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.

A Rational and Manageable Value-Added Model for Teacher Preparation Programs

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

Abstract

Teacher educators struggle to make sense of “value added” teacher evaluation models based on high-stakes student assessments. In spite of validity and reliability threats in using these models to assess teacher performance of K-12 student learning, they are increasingly used to evaluate university-based teacher preparation programs, and even play a role in decisions involving state and professional accreditation. This study reports a more rational value-added model in which student performance is linked to teacher candidates’ delivery of lessons during their practicum and student teaching experiences. Results show that K-12 students taught by candidate showed learning gains on lessons delivered by the candidates, and in meeting their learning objectives. When candidates moved from part-time Practicum placements to full-time Student Teaching experiences, their K-12 students increased their learning gains measured by pre-post changes, but these improvements were not statistically significant. The results indicated that teacher candidates had a substantial impact on K-12 student learning, measurable by examining the direct delivery of their lessons and K-12 student performance. These findings support the use of this alternative method of assessing student learning gains as a viable VAM alternative for teacher preparation programs.

Appendix E
Graduate Course Rotation Exceptional Student Education
Master's Course Rotation
(August 2015)

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	Individually determined	X	X	
EEX 6942 Field Project				
EEX 6863 Internship				
Instructional Practices Concentration Area				
EEX 6225 Assessment	DL		X	
EX 6121 Language	Boca		X	
EEX 5612 Applied Behavior Analysis	Boca		X	X
EEX 6247 Designing Programs	Boca	X		
EEX 5841 Practicum	Individually determined	X		
Courses	Campus	Fall	Spring	Summer

Early Childhood Concentration Area

EEX 5015 Survey & Assessment in EC	DL	X	X	
EEX 5017 Atypical Development	DL		X	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	Boca			X

Applied Behavior Analysis Concentration Area

EEX 5612 Applied Behavior Analysis	Boca		X	X
EEX 6602 (5602)Behavior Change & Management	Boca			X
EEX 6609 Behavior Analytic Teaching	Boca		X	
EEX 6615 Behavior Assess & Intervention	Boca	X		
EEX 6747 Ethics in ABA	Mixed		X	X
EEX 7618 Advanced ABA	Boca		X	

Gifted Education Concentration Area

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
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Autism

EEX 6095 (EBD 5246) Nature & Characteristics of ASD	DL & Boca	X	X	X
EEX 6210 Diagnosis, Assess & Instructional Decision Making	Boca			X

EEX 6298 Intervention: Social Comm, Academic & Functional	Boca	X	
EEX 6602 (5602) Behavior Change & Mgmt	Boca		X
	Other		
EDG 6415 Curriculum, Discipline & Behavior	Boca	X	
EEX 5051 Exceptional Individual	DL	X	
EEX 6766 Assistive Technology	DL		X
EEX 6515 SpEd Policy & Leadership	TBA	TBA	

**Appendix F
Doctoral Course Rotation**

Semester	Course Prefix	Short Title
Fall 15	EEX 7055	Learning & Behavior
Spring 16	EEX 7618	Advanced ABA
Summer 16	EEX 7795	Cultural Linguistic Diversity
Fall 16	EEX 7525	
Spring 17	EEX 7526	Legal Issues
Spring 17	EEX 7618	Grant Writing
Summer 17	EEX 7341	Advanced ABA Doctoral Seminar
Fall 17	EEX 7055	
Spring 18	EEX 7618	Learning & Behavior
Summer 18	EEX 7795	Advanced ABA Cultural Linguistic Diversity

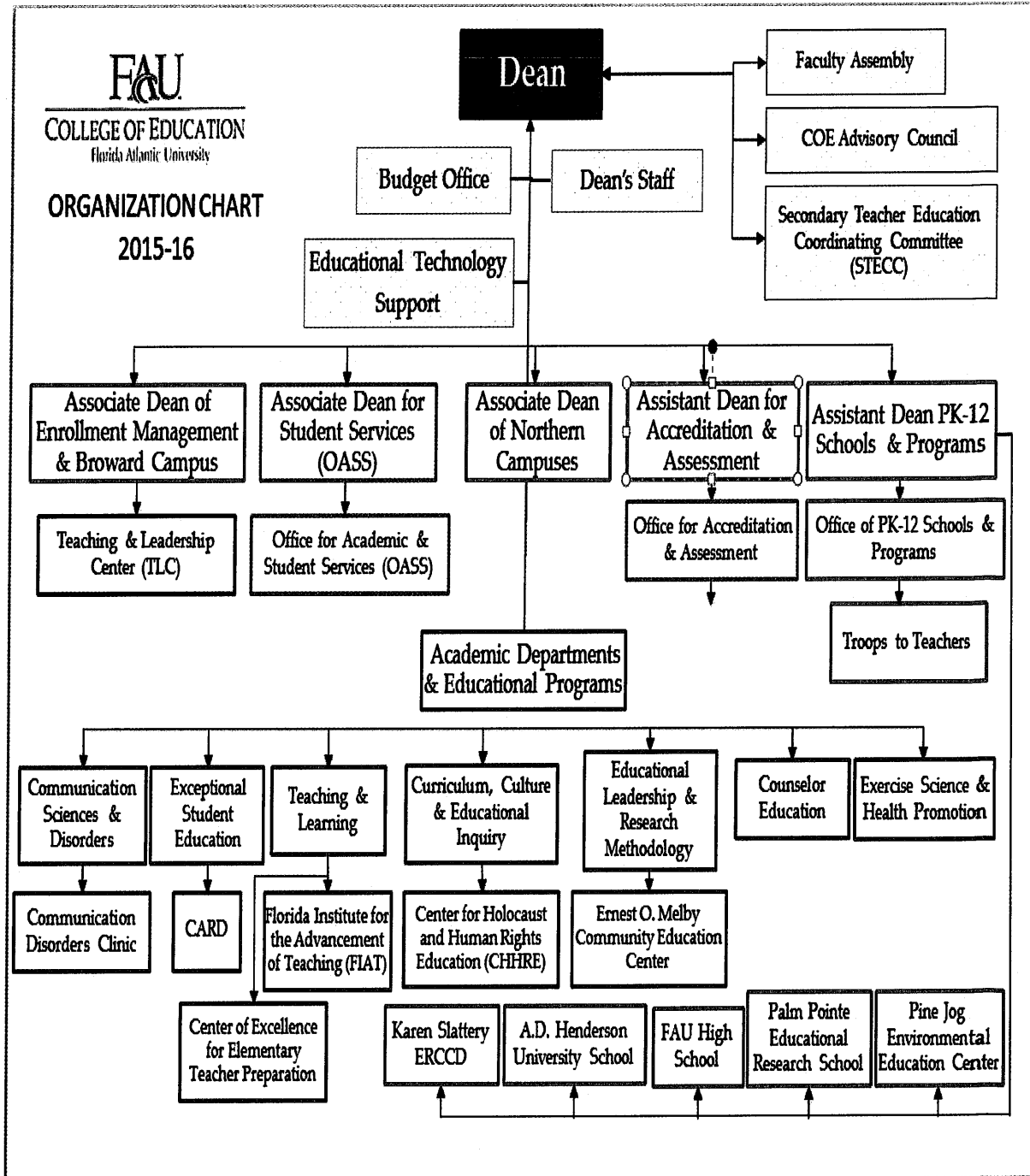
Appendix G
Doctoral Graduates: Department of Exceptional Student Education
(Chronological)

ESE Doctoral Alumni	Date of Completion	Current Position	Place of Employment
1. Stephen Richards	1990	Associate Professor	University of Dayton
2. Paula Willits	1991	Executive Editor	Jossey-Bass Higher Education Newsletters
3. Peggy Goldstein	1994	Associate Professor	Florida Atlantic University
4. Beverly Warde	1995	Associate Professor	Florida Atlantic University (retired)
5. Monica Lambert	1996	Professor & Department Chair	Appalachian State University
6. Melise Bunker	1997	Senior Professor	Palm Beach Atlantic University
7. Kimberly Curry	1997	NA	NA
8. Andrea Babkie	1999	Consultant	Radford University (Retired)
9. Claudia Clark	2000	Deceased	<i>Previously:</i> St Mary's Hospital
10. Doug Carothers	2002	Associate Professor	Florida Gulf Coast University
11. Margarita Bianco	2003	Associate Professor	University of Colorado - Denver
12. Cassandra Keller	2003	Director of Early Learning; Associate Professor & Program Coordinator	Tree Top Academy; Previously Lynn University
13. Mary Provost	2003	District Educator; Adjunct Instructor	Palm Beach County Schools; Florida Atlantic University; <i>Previously:</i> College of Charleston
14. Barbara Fries	2004	Instructor	Florida Atlantic University

15. Susan Zinkil	2004	Principal	Cherokee County (GA) Schools
16. Rebecca (Kathy) Schnirman	2005	Teacher	Palm Beach County Schools
17. Janet Goodman	2005	Chief Academic Officer	Haralson County (GA) Schools; <i>Previously:</i> University of West Georgia
18. Debra Leach	2007	Associate Professor	Winthrop University
19. Kavin Ming	2007	Assistant Professor	Winthrop University
20. Jessica Bucholz	2007	Associate Professor	University of West Georgia
21. Patricia Oliver	2008	Behavioral Consultant	<i>Previously:</i> University of Colorado - Denver
22. Kyle Bennett	2009	Assistant Professor	Florida International University
23. Kim Di Lorenzo	2010	Speech Language Pathologist; Adjunct Instructor	Palm Beach County Schools; Florida Atlantic University
24. Jamie Worrell	2011	Special Education Director; Adjunct Instructor	Florida Virtual Schools; Florida Atlantic University
25. Janice Russell	2012	Teacher; Adjunct Instructor	Palm Beach County Schools; Florida Atlantic University
26. Mary Taber	2013	Teacher; Adjunct Instructor	St. Lucie County Schools; Florida Atlantic University
27. Carla Rody	2013	Teacher; Adjunct Instructor	Broward County Schools; Florida Atlantic University
28. David Garcia	2013	Clinical Director	Behavior Analysis, Inc. & FL Autism Treatment Centers
29. Lynn Jackson	2014	Assistant Professor of Human Services	Community College of Rhode Island
30. Elisa Cruz-Torres	2015	Visiting Assistant Professor; Assistant Director	Florida Atlantic University CARD

31. Jessica Cadette	2015	Visiting Instructor	Florida Atlantic University
32. Toby Honsberger	2015	Principal	Renaissance Learning Academy

Appendix H College of Education Organizational Chart



**Appendix I
ESE Faculty Summary CVs**

MICHAEL P. BRADY
(561) 297-3281, mbrady@fau.edu

Professional Preparation

Ph.D. 1985

Vanderbilt University; George Peabody College, Nashville, TN: Special Education

M.Ed. 1981

University of Hawaii, Honolulu, HI: Special Education

B.Ed. 1976

University of Hawaii, Honolulu, HI: Special Education

Appointments

Department Chair and Professor, 2000-Present, Department of Exceptional Student Education;
Interim Chair: Department of Counselor Education. Florida Atlantic University, Boca Raton, FL

Professor, 1993-2000, Educational Psychology & Special Education
Florida International University, Miami, FL

Associate Professor, 1990-1993, Assistant Professor 1985-1990, Educational Psychology
Department,
University of Houston, Houston, TX

Selected Peer-Reviewed Publications

Brady, M. P., Duffy, M. L., Hazelkorn, M., & Bucholz, J. (2014). Policy and systems change: Planning for unintended consequences. *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 87(3), 102-109.

Oliver, P., & Brady, M. P. (2014). Effects of covert audio coaching on parents' interactions with young children with autism. *Behavior Analysis in Practice*, 7(2), 112- 116.

Brady, M. P. (2013). Plastics, standards, and the need to return to individualized planning: A commentary on "Educational Standards for Students with Significant Intellectual Disabilities". *TASH Connections*, 38(4), 20-23.

Brady, M. P. (2013). The learning theory behind "The Bench." *Sources: The Journal of Underwater*

Education, 25, 48-49.

Brady, M. P., Frain, M., Duffy, M. L., & Bucholz, J. (2010). Evaluating work performance and support needs in supported employment training programs: Correspondence between teachers' ratings and students' self ratings. *Journal of Rehabilitation*, 76(3), 24-31.

Selected Other Publications or Grants

Richards, S., Brady, M. P., & Taylor, R. (2015). *Cognitive and intellectual disabilities: Historical perspectives, current practices, and future directions* (2d ed.). New York: Routledge.

Brady, M.P., Rosenberg, H., & Frain, M. (2006). *Job Observation and Behavior Scale: Opportunity for Self Determination (JOBS: OSD)*. Wood Dale, IL: Stoelting.

Principal Investigator (FAU), TAFT Foundation, *Academy for Community Inclusion at Florida Atlantic University, Opportunity to Work, Learn, and Succeed*, 2015 to 2020, \$1.9 million

Principal Investigator (FAU), U.S. Department of Education OSEP, MENTOR – LEAD: Preparing the Next Generation of Leaders for Special Education Faculty Roles (CFDA84.325D), 2013 to 2018, \$250,000 / year

Faculty Mentoring Doctoral Students, Mentoring Teachers, Mentoring Teacher Candidates (with M.L. Duffy, C. Dukes, J.K. McCormick, K. Randolph, & C. Honsberger). Eastern Educational Research Association, Sarasota, FL, February 2015.

Unintended Consequences of a Higher Education Mentoring Program (with M.L. Duffy). 7th International Annual Mentoring Conference. Albuquerque, October 2014

Synergistic Activities

Institute for Academic Leadership (FSU Institute for University Department Chairs), Facilitator, 2005 – 11

Slattery Early Childhood Center Board of Directors, Member, 2003-13

Writer NCATE Conceptual framework, 2003; NCATE & CAEP multiple program folios, 2006-15

FAU Dive Club, Faculty Advisor, 2001-2012

Doctoral Dissertation Committee Member / Methodologist / or Chair: Elisa Cruz Torres, Christine Honsberger, Kyle Bennett, David Garcia, Patricia Oliver, Jessica Bucholz, Jessica Cadette

Collaborators and Other Affiliations

TASH (formerly: The Association for Persons with Severe Handicaps), Lifetime Member

Council for Exceptional Children: Divisions on Autism and Developmental Disabilities, Teacher Education, Career Development & Transition

Courses Taught

EEX 7618 Advanced Applied Behavior Analysis
EEX 4472 Instructional Practices for Students with Moderate to Severe Disabilities
EEX 6247 Designing Programs for Students in Special Education
EEX 7525 Legal Foundations of Special Education

Community Engagement

Palm Beach County; Broward County Health Planning Council, Community Needs Assessment, 2014-15

Consulting Editor:

Education and Training in Autism & Developmental Disabilities (ETADD), 1984 - present

Focus on Autism & Other Developmental Disabilities (FADD), 2003 - present

Teacher Education & Special Education (TESE), 1992-2001; 2003 – present

Delray Beach Community Emergency Response Team (CERT), 2013- present;

Course Director, National Association of Underwater Instructors, 2005 - present

Instructor Trainer, American Safety and Health Institute, 2002-present

Barry University Dive Program Bonaire program, Guest Instructor and Supervisor, 2010 – present

JESSICA CADETTE
(561) 297-3284, jcadette@fau.edu

Professional Preparation

Ed.D. 2015

Florida Atlantic University, Boca Raton, FL: Exceptional Student Education

M.S. 2009

Florida Atlantic University, Boca Raton, FL: Social Foundations of Education: Educational Psychology

B.S. 2003

Florida International University, Miami, FL: Elementary Education

National Board for Professional Teaching Standards – Middle Childhood Generalist
Board Certified Behavior Analyst - Certificate # 1-13-14715
Florida Teaching Certification, K-6 with ESOL Endorsement – DOE 930453

Appointments

ABA Therapist, 2011-Present, Private Employer

Teacher, 2003-2014, Broward County School District, FL

Graduate Assistant, 2011, 2014-2015 Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

Selected Other Publications or Grants

Cadette, J. (May, 2015). *The Effectiveness of Direct Instruction in Teaching Students with Autism Spectrum Disorder to Answer “Wh-” Questions*. Research presented at the Association for Behavior Analysis International National Conference, San Antonio, Texas.

Cadette, J., Dukes, C., and Darling, S. (2013, November). *Implementing Common Core Standards with Students with Mild and Moderate Disabilities*. Research presented at the Council for Exceptional Children Teacher Education Division National Conference, Fort Lauderdale, Florida.

Cadette, J., Dukes, C., and Darling, S. (2013, October). *Implementing Common Core Standards with Students with Mild and Moderate Disabilities*. Poster presented at Florida Council for Exceptional Children State Conference, St. Petersburg, Florida.

Brady, M., Dukes, C., Cadette, J., and Cruz-Torres, E. (2013, February). *Preparing Doctoral Students as Journal Reviews: FAU's Project Review*. Research presented at the Eastern

Education Research Association Regional Conference, Sarasota, Florida.

National Institute for Direct Instruction (NIFDI) Research Grant – grant awarded to cover the costs associated with dissertation research study. September 2014 – December 2014. Designed and implemented single-subject design research study investigating the effectiveness of Direct Instruction in teaching students with ASD language skills. .

Synergistic Activities

Facilitated updating ABA course syllabi and curriculum to reflect changes to the BACB task lists (4th Edition), 2014-2015

Department organizer for FAU College of Education 50th Anniversary Expo, 2014

Research assistant investigating: conceptual development of students in an introductory disability and society course, the effectiveness of literacy-based behavioral intervention (LBBI) for teaching students with ASD functional skills, and use of concept maps as an assessment tool, 2011, 2014-2015

Outstanding Graduate Student Award (Department of Exceptional Student Education), 2013

Outstanding Graduate Student Award – Dean’s Award (College of Education), 2013

Newell Doctoral Fellowship Recipient, 2012

Newell Doctoral Fellowship Recipient, 2011

Collaborators and Other Affiliations

Association for Behavior Analysts International

Broward Guild of Teachers

Florida Association of Behavior Analysts

Florida Council for Exceptional Children

Gold Coast Association of Behavior Analysts

National Education Association

Courses Taught

EEX 4112 Language Development and Intervention for Young Children

EEX 3226 Assessment of All Young Children

EEX 4050 Overview of Programming for Students with Exceptionalities

Community Engagement

Reviewer, Journal of Teacher Education and Special Education (under supervision of a faculty mentor)

Reviewer, Journal of Special Education (under supervision of a faculty mentor)

ELISA CRUZ-TORRES
(561) 235-9078, ecruz4@fau.edu

Professional Preparation

Ed.D. 2015

Florida Atlantic University, Boca Raton, FL: Exceptional Student Education

M.S. 2009

Florida Atlantic University, Boca Raton, FL: Curriculum and Instruction

B.A. 1997

Moravian College, Bethlehem, PA: Psychology

Board Certified Behavior Analyst (Cert. # 01-11-9417)

Florida Educator's Certificate (FL DOE # 882562): Exceptional Student Education K-12,
Integrated Curriculum 6-9, Autism Spectrum Disorders Endorsement
Program for the Education and Enrichment of Relational Skills (PEERS)

Appointments

Assistant Visiting Professor, 2015-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

Assistant Director, 2014-Present, Center for Autism and Related Disabilities
College of Education, Florida Atlantic University, Boca Raton, FL

ABA Advisor, 2013-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

Selected Other Publications or Grants

Cruz-Torres, E. (2015, May). *Promoting Daily Living Skills for Adolescents with Autism Spectrum Disorders via Parent Delivery of Video Prompting on the iPad*. Association for Behavior Analysis International Annual Conference. San Antonio, TX.

Cruz-Torres, E. (2015, April 24). Interview with Elisa Cruz-Torres. *Susan Brender Show*. Podcast retrieved from <https://www.spreaker.com/user/6314317/interview-with-elisa-cruz-torres>

Cruz-Torres, E. (2014, May). *Project iCAN: Using the iPad to Communicate and Access Needs*. Association for Behavior Analysis International 40th Annual Conference. Chicago, Illinois.

Cruz-Torres, E. (2014, March). *Reading and Understanding Research*. Department of

Exceptional Student Education, College of Education, Florida Atlantic University,
Boca Raton, Florida.

Duffy, M. L., Brady, M. P., Randolph, K., McCormick, J., Stamile, J., Carey, G., Cruz-Torres, E., and McLaughlin, E. (2014, February). *A Continuum of Coaching*. Eastern Educational Research Association Conference. Jacksonville, Florida.

Autism Speaks \$5,000 Community Service Grant for Project iCAN: January, 2013 – Using the iPad to Communicate and Access Needs providing income eligible families with iPads and a communication app. Project included training in navigating, customizing, and using the iPad and app to promote effective communication skills in their children with ASD.

Synergistic Activities

Outstanding Graduate Student of the Year, College of Education, Department of
Exceptional Student Education, 2015

John E. Miklos Exceptional Scholarship Endowment, 2014

Board Member, Impact Autism, 2013 - present

Julie Jackson Scholarship, 2012

Collaborators and Other Affiliations

Association for Behavior Analysis International, 2011 – present

Florida Association for Behavior Analysts (FABA), Gold Coast Chapter (FABA-GC),
2011-present

Cathy Lee Buchanan Behavior Change Success Award, Florida Association for Behavior
Analysis, September 2013

Council for Exceptional Children (CEC): Division on Developmental Disabilities (DDD),
Division of Behavior Disorders (DBD), 2011 – present

Courses Taught

EEX 4763 Special Education Technology

EEX 5936 Ethics in ABA

Community Engagement

School Excellence Committee, Renaissance Learning Academy, 2014 – present

Special Needs Committee, Adolph & Rose Levis Jewish Community Center, 2013 –
present

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

SHARON M. DARLING

(561) 297-0807, sdarlin4@fau.edu

Professional Preparation

Ph.D. 2003

Georgia State University, Atlanta, GA

Specialization: Education of Students with Exceptionalities –Early Childhood Special Education

M.Ed. 1997

Georgia State University, Atlanta, GA, Major: Early Childhood Special Education

BS 1993

University of Miami, Coral Gables, FL, Majors: Special Education- Interrelated Special Ed.
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

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).

Dukes, C., Darling, S. M., & Doan, K. (2014). Selection pressures on special education teacher
preparation: Issues shaping our future. *Teacher Education and Special Education*, 37(1), 9 –
20.

Vernon-Dotson, L., Floyd, L., Dukes, C. & Darling, S. M. (2014). The role of the professional
in professional development: The critical nature of expertise and experience in special
education teacher preparation. *Teacher Education and Special Education*, 37(1), 34-50.
DOI:10.1177/0888406413507728

Mamah, V., Deku, P., Darling, S. M., & Avoke, S. (2011). University teachers' perception of
inclusion of visually impaired in Ghanaian universities. *International Journal of Special*

Education, 26 (1), 70-79.

LaRocque, M., Kleiman, I., & Darling, S. M., (2011). Parental involvement: The missing link in student achievement. *Preventing School Failure*, 55(3), 115-122. DOI: 10.1080/10459880903472876

Selected Other Publications or Grants

LaRocque, M. M., & Darling, S. M. (Eds.). (2008). *Blended curriculum in the inclusive K-3 classroom: Teaching ALL young children*. Boston: Allyn & Bacon.

Darling, S. M. & LaRocque, M. M. (2008). Overview of young children with exceptional needs. In M. LaRocque and S. Darling (Eds.), *Blended curriculum in the inclusive K-3 classroom: Teaching ALL young children*. (pp. 32-60). Boston: Allyn & Bacon.

Malone, D. & Darling, S. M., (2013, October). *Facilitating early access to intervention: Recommendations from the field*. Division for Early Childhood 29th Annual International Conference, San Francisco, CA

Darling, S. M., Dukes, C., & Miller, K. (2015, November). *Think it and say it: Using concept maps to measure conceptual change*. Teacher Education Division of the Council for Exceptional Children, Tempe, AZ

Darling, S. M., Dukes, C., McCormick, J., & Randolph, K. (2014, November). *Research, scholarship and teaching: A dynamic relationship* (a ペチャクチャ (*Pecha Kucha 20x20*) Session). Teacher Education Division of the Council for Exceptional Children, Indianapolis, IN

Synergistic Activities

Advisor to the student organization: Student Achievement Council (SAC), 2014-present

Advisor to the student organization SISTUHs (2012-2013)

Participated in Department discussions regarding commencement of an *honors in the major* program. Co-developed application and materials for approval of this program at the department, college, and university levels, 2011-2012

Participated in Department discussions regarding undergraduate special education program revision. Co-wrote syllabus for 1 new course for FAU's intellectual foundation (Disability and Society), 2009-2011

Faculty advisor to Undergraduate and graduate Students in Exceptional Student Education and Bachelor's in Early Care and Education students.

Collaborators and Other Affiliations

Council for Exceptional Children (CEC): Teacher Education Division (TED), Division for Early Childhood (DEC), Division for Diverse Exceptional Learners (DDEL)

Member, Diversity Committee of the Council for Exceptional Children-Teacher Education Division., 1998-present

Co-Chair of the 36th Annual Conference for the Teacher Education Division (TED) of the Council for Exceptional Children (CEC), 2010-2013

National Association for the Education of Young Children (NAEYC)

Courses Taught

EDG 4419 Organizing Classrooms and Managing Behavior
EEX 3226 Assessment of ALL Young Children
EEX 6707 Early Intervention Services
EEC 3214 Designing and Implementing a Blended Curriculum
EEC 6405 Community School Concepts
EDG 7906 Early Childhood Research (Independent Study)

Community Engagement

U.S. Department of Ed., Office of Special Education Program Competitive Grant Reviewer,
2000-present

Associate Editor, *Young Exceptional Children* (appointed) 2011-2016.

Member: Palm Beach Schools Career Education Business Leadership Committee (CEBLC).
Committee advises the school district on its alliances with businesses in the community.

Member: Career Development in Child Development (CD2). Stakeholders in early childhood in Palm Beach County.

MARY LOUISE DUFFY
(561) 799-8715, mduffy@fau.edu

Professional Preparation

Ph.D. 1992

University of Arizona, Tucson, Arizona

Specialization: Special Education: Learning Disabilities, Mild to Moderate Disabilities

Cognate Areas: Teaching and Teacher Education, Reading Instruction, Transition in Special Education

M.Ed. 1985

Mansfield University, Mansfield, Pennsylvania

Major: Special Education: Learning Disabilities Minor: Reading

B.S.Ed. 1979

Mansfield State College, Mansfield, Pennsylvania

Major: Special Education Minor: Learning Disabilities, Gifted

Appointments

Professor, 2011-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Jupiter, FL

Associate Professor, 1999-2011, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

Assistant Professor, 1996-1999, Department of Exceptional Student Education,
College of Education, Florida Atlantic University, Boca Raton, FL

Selected Peer-Reviewed Publications

Brady, M.P., Duffy, M.L., Hazelkorn, M., & Bucholz, J. (2014). Policy and systems change: Planning for unintended consequences. *The Clearing House*. 87:102-109.

Goodman, J. I., Hazelkorn, M., Bucholz, J. L., Duffy, M. L., & Kitta, Y. (2011). Inclusion and graduation rates: What are the outcomes? *Journal of Disability Policy Studies*, 21(4), 241-252.

Hazelkorn, M., *Bucholz, J., Goodman, J., Duffy, M. L., & Brady, M. P. (2011). RtI: General education or special education? Who is responsible? *Educational Forum*. 75, 17-25.

Brady, M. P., Frain, M., Duffy, M. L., & Bucholz, J. (2010). Evaluating work performance and support needs in supported employment training programs: Correspondence between teachers' ratings and students' self-ratings. *Journal of Rehabilitation*. 75(3),24-31.

Leach, D., & Duffy, M. L. (2009). Supporting students with autism spectrum disorders in inclusive settings. *Intervention in School and Clinic*, 45(1), 31-37.

Selected Other Publications or Grants

Duffy, M.L., & Bryan, V.C. (2014). Technology and design for inclusion: The impact of universal design for learning (Chapter 4). In Wang, V.C.X. (Ed.) *Handbook of Research on Education and Technology in a Changing Society*. Hershey, PA: IGI Global. ISBN: 978-1-4666-6046-5

Goodman, J.I., Bucholz, J.L., Hazelkorn, M., & Duffy, M.L. (2014). Using graduation rates of students with disabilities as an indicator of successful inclusion (Chapter 14). In Forlin, C., & Loreman, T. (eds.). *International Perspectives on Inclusive Education, Volume 3*. Bingley, UK: Emerald Group Publications. Permanent Link: <http://dx.doi.org/10.1108/s147936362014000003030>

Duffy, M.L., & Brady, M.P. (2014). Unintended consequences of a higher education mentoring program. Paper presentation at Annual University of New Mexico Mentoring Institute, October 20-23rd, 2014 Albuquerque, NM.

Brady, M.P., & Duffy, M.L. (2015). *Florida Atlantic University Academy for Community Inclusion: Opportunities to Work Learn and Succeed*. Co- Principal Investigator. Funded 5 year grant for \$1.9 million to develop a post-secondary program for individuals with developmental disabilities.

Synergistic Activities

College of Education Graduate Faculty-Level A, Florida Atlantic University, 2005-2015
John D MacArthur Library Steering Committee Member, 2004-present
Life Long Learning Society Scholarship Committee Member, 2004- present
College of Education Graduate Programs Committee Member, 2004- present
Member of Curriculum Sub Committee (ESE Representative), 2004-present
College of Education Faculty Assembly, Department representative, 1997-1999; 2004-current
Department of Exceptional Student Education representative to Dissertation of the Year selection Committee, 2009-present
Department of Exceptional Student Education Graduate Program Committee, 1997- 2000; 2004-current
Graduate program work: 24 committees as academic committee member; 14 as academic program chair;
Member of 12 dissertation committees, Chair of 9 dissertation committees
Nominated for COE undergraduate teaching award 2009-2010

Collaborators and Other Affiliations

Jupiter Medical Center Institutional Review Board, Spring 2004- present
Council for Exceptional Children 1979 - present
Council for Learning Disabilities, 1996- present

Courses Taught

EEX 4763 Special Education Technology (Online)
EEX 5622 Cognitive and Metacognitive Strategies
EEX 6065 Transition Programming at the Secondary Level (Traditional and online)
EEX 6766 Assistive Technology for Educators (Online)
ELD 6015 Theories and Characteristics of Individuals with LD

Community Engagement

State of FL Strategic Instruction Model- Professional Developer, August 2006-present
Conference reviewer: CEC National/International Convention, 2011-2014
Reviewer for *Journal of Rehabilitation*, Fall, 2004-present
Consulting Editor for *Journal of Rehabilitation*, Fall, 2004-present
Consulting Editor for *Learning Disabilities Quarterly*, Fall, 2004- Fall 2012

CHARLES DUKES
(561) 297-1081, cdukes@fau.edu

Professional Preparation

Ed.D. 2002

Florida International University, Miami, FL: Special Education and Curriculum and Instruction

M.Ed. 1994

University of Houston, Houston, TX: Special Education

BS 1992

Florida Agricultural and Mechanical University, Tallahassee, Florida, Majors: Psychology & Philosophy

Appointments

Associate Professor, 2009-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

Assistant Professor, 2003-2008, Department of Exceptional Student Education,
College of Education, Florida Atlantic University, Boca Raton, FL

Visiting Assistant Professor, 2002-2003, Department of Exceptional Student Education,
College of Education, Florida Atlantic University, Boca Raton, FL

Selected Peer-Reviewed Publications

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).

Finn, L., Ramasamy, R., Dukes, C., & Scott, J. (2014). Using WatchMinder to increase the on-task behavior of students with autism spectrum disorder. *Journal of Autism and Developmental Disabilities*, 45(5). DOI 10.1007/s10803-014-2300-x.

Dukes, C., Darling, S. M., & Doan, K. (2014). Selection pressures on special education teacher preparation: Issues shaping our future. *Teacher Education and Special Education*, 37(1), 9-20. DOI: 10.1177/0888406413513273.

Vernon-Dotson, L., Floyd, L., Dukes, C. & Darling, S. M. (2014). The role of the professional in professional development: The critical nature of expertise and experience in special education teacher preparation. *Teacher Education and Special Education*, 37(1), 34-50.

Bennett, K. D., & Dukes, C. (2014). A systematic review of teaching daily living skills to adolescents and adults with autism spectrum disorder. *Review Journal of Autism and Developmental Disorders*, 1(1), 2- 10. DOI 10.1007/s40489-013-0004-3.

Selected Other Publications or Grants

Dukes, C. & Ming, K. (2014). Who among us may be literate? Closing the gap between literacy and diversity. In I. Bogotch & C. Shields (Eds.), *International handbook of social [in]justice and educational leadership* (pp. 117-140). Dordrecht: Springer.

Dukes, C. (2011). Transition to adulthood. In E. A. Boutot & B. Smith-Myles (Eds.). *Autism spectrum disorders-Foundations, characteristics, and effective strategies*. (pp.277-299). Boston, MA: Pearson.

Boutot, E. A., & Dukes, C. (2011). Evidence-based practices. In E. A. Boutot & B. Smith-Myles (Eds.). *Autism spectrum disorders-Foundations, characteristics, and effective strategies*. (pp. 68-92). Boston, MA: Pearson.

Synergistic Activities

Institutional Review Board, 2009-present
University Diversity Committee, 2008-present
University Honors Council, 2008-present
Member of NCATE Diversity Committee, 2004-2008; 2010-present
Member of Petitions Committee, 2004-present
Doctoral Coordinator, DESE Doctoral program, 2011-present
Advisor to 5 Doctoral students (since 2003), Advisor to 13 Master's students (since 2003),
Advisor to 22 ESE undergraduate students (since 2003), Dissertation Committee member for 13 students since 2003

Collaborators and Other Affiliations

Council for Exceptional Children: Division for Developmental Disabilities, Teacher Education Division, 1996 – Present; Conference Co-Chair, Co-Chair of the 36th Annual Conference for the Teacher Education Division (TED) of the Council for Exceptional Children (CEC); Chair, Publications Committee for Teacher Education Division (TED), 2013-2016; Reviewer. Reviewed submissions to annual conference for the Teacher Education Division of the Council for Exceptional Children, 2007-present
TASH, 2001 – Present; Member, Ex-officio, TASH Board, 2011-present
Project Review: A Collaboration between *Teacher Education and Special Education* (TESE) and Department of Exceptional Student Education (DESE).

Courses Taught

EDG 1930 Evolution for Everyone (University Honors Program)
EEX 2091 Disability and Society (University Intellectual Foundations Program)

EEX 4472 Instructional Practices for Students with Moderate to Severe Disabilities
EEX 5612 Applied Behavior Analysis
EEX 6247 Designing Programs for Students in Special Education
EEX 7938 Leadership Seminar in Exceptional Student Education Leadership

Community Engagement

Editorial Board Member: *Teacher Education and Special Education*, 2011-present
Editorial Board Member: *The Journal of Special Education*, 2010-present
Editorial Board member: *Research and Practice for Persons with Severe Disabilities*, 2008-present
Editorial Board member: *Remedial and Special Education*, 2013-present
Reviewer: *Multicultural Perspectives*, 2005-2014
Reviewer: *Beyond Behavior*, 2006-2014
U.S. Department of Ed., Office of Special Education Program Competitive Grant Reviewer, 2007-2014
Participated in revision of the Florida Teachers Certification Exam (FTCE) for Exceptional Student Ed.

LISA A. FINNEGAN
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Professional Preparation

Ph.D. 2013

University of Central Florida, Orlando, FL: Exceptional Student Education Track

M.Ed. 2010

University of Central Florida-Lockheed-Martin Academy, Orlando, FL: K-8 Mathematics and Science Ed.

Post Bach 1997

University of Wisconsin – Milwaukee, Milwaukee, WI: Special Education – Specific Learning Disabilities & Emotional Disabilities

B.A. 1990

University of Wisconsin – Green Bay, Green Bay, WI: Major Psychology, Minor Human Development

Florida Professional Teaching Certification: Elementary Education K-6, Exceptional Education K-12

Universal Design for Learning Training, July 2011, Harvard Graduate School of Education Programs in Professional Education, Boston, MA.

Appointments

Assistant Professor, 2015-Present, Department of Exceptional Student Education, College of Education, Florida Atlantic University, Boca Raton, FL

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

Graduate Research Associate, 2010-2013, Department of Children, Family, and Community Sciences,
University of Central Florida, Orlando, FL

Selected Peer-Reviewed Publications

Dieker, L., Wienke, W., Straub, C. & **Finnegan, L.** (2014, May). Reflections on recruiting, supporting, retaining, graduating, and obtaining employment for doctoral students from diverse backgrounds.

Teacher Education and Special Education, 37(2), 147–160. doi:10.1177/0888406413505874

Dieker, L., **Finnegan, L.**, Grillo, K., & Garland, D. (2013, December). Special Education in Science Classroom: A Co-Teaching Scenario. *Science Scope*.

Selected Other Publications or Grants

Finnegan, L. (2012, November). *The Use of Choice on Classroom Assignments*. Presented at: Teacher Education Division of the Council for Exceptional Children Conference, Austin, TX.

Finnegan, L. (2012, April). *Understanding Teacher Perceptions and Practices with Student Misconceptions in Middle School Science*, Presented at: Council for Exceptional Children Annual Conference and Expo. Denver, CO.

Finnegan, L. (2015). *Profession Learning Community in Mathematics*. Lockheed Martin/UCF Mathematics and Science Academy Enhancement Program Grant, \$1000 (funded).

Dieker, L. A., Becht, K., Delisio, L., **Finnegan, L.**, Garland, D. P., & Koch, A. Grant Writing Team (2013). *Preparing Next Generation Special Education Leadership Scholars (CFDA 84.325D Type A)*, U.S. Department of Education, \$1,250,000 (funded).

Wienke, W., Pearl, C., **Finnegan, L.**, Garland, D. P., Miller, K., & Vince Garland, K. Grant Writing Team (2011). *Low incidence personnel preparation grant, SPD III: preparing special educators in severe and profound disabilities (CFDA 84.325K)*, U.S. Department of Education, \$1,000,000 (funded).

Collaborators and Other Affiliations

Council for Exceptional Children: Teacher Education Division, Division of Learning Disabilities, Council for Learning Disabilities, 2010-present
Proposal Reviewer, Florida Council for Exceptional Children Conferences, 2011 to present
National Science Teachers Association, 2007-present
ASCD: National Education Association, 2011-present
Phi Delta Kappa: The Learning Guild, 2012-present

Courses Taught

EEX 4604: Classroom Management
EEX 4066: Instructional Practices for Students with Mild Disabilities

Community Engagement

Reviewer, Current Issues in Education, 2012 to present
Project LEAD Scholar, University of Central Florida, 2010-2013
Toni Jennings Scholar, Toni Jennings Exceptional Education Institute, 2010-2013

JAMES W. FORGAN
(561) 799-8636, jforgan@fau.edu

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

State of Florida, Professional Teaching Certificate: Learning Disabilities, Emotional Handicaps, Early Childhood Special Education Endorsement

Certified Dyslexia Testing Specialist, 2006

State of Florida, Clinical Educator Trainer, June 2001.

Appointments

Associate Professor, 2005-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Jupiter, FL

Assistant Professor, 1998-2005, Department of Exceptional Student Education
College of Education, Florida Atlantic University, FL

Assistant Professor of Special Education, 1997-1998, Department of Education,
Georgia Southwestern State University, Americus, GA

Selected Peer-Reviewed Publications

Forgan, J. W. & Gonzalez-Dehass, A. (2004). Infusing social skills into instruction. *Teaching Exceptional Children*, 36(6), 24-30.

Forgan, J. W. (2003). Teaching problem solving using bibliotherapy. *Intervention in School Clinic*, 38(2), 75-82.

Selected Other Publications or Grants

Forgan, J. W. & Richey, M. A. (2015). *The disorganized, impulsive child: Solutions for parenting kids with executive functioning difficulties*. Austin, TX: Prufrock Press.

Forgan, J. W. & Richey, M. A. (2014). *Raising girls with ADHD Secrets for parenting healthy, happy*

daughters. Austin, TX: Prufrock Press.

Forgan, J. W. & Richey, M. A. (2012). *Raising boys with ADHD: Secrets for parenting healthy, happy sons*. Austin, TX: Prufrock Press.

Forgan, J. (2013, April). *Engineering Effective Classrooms for Young Children with ADHD*. Young Child Expo and Conference.

Forgan, J. W. (2013, February). *Twice Exceptional- Dyslexia Myths, Facts, and Warning Signs*. Presented at the Florida Association for the Gifted Mini Conference, Palm Beach Gardens, Florida.

Synergistic Activities

Learning Disabilities Substitution Committee, 1999 – present
ESE Petitions Committee, 2001– present
College Standard 1 Committee Member, 2012- Present

Collaborators and Other Affiliations

Council for Exceptional Children
National Association of School Psychologists
International Dyslexia Association

Courses Taught

EEX 4066 Educational Programming for Individuals Varying Exceptionalities
EEX 4070 Inclusive Education for General Education Majors
EEX 4101 Language and Speech Disorders
EED 5215 Behavior Management of the Emotionally Handicapped Student
EEX 6056 Theories and Characteristics of Individuals Served in Varying Exceptionalities Program
EEX 6121 Teaching Language to Exceptional Individuals
ELD 6245 Designing Programs for the Learning Disabled Individual
ELD 6246 Cognitive and Metacognitive Strategies Intervention for LD
ELD 6945 Graduate Internship: Learning Disabilities
EEX 6905 Directed Independent Study

Community Engagement

Regional Project Director, Southeast Comprehensive System of Personnel Development, 1998- present

PEGGY A. ROMANCHEK-GOLDSTEIN
(954) 236-1042, pgoldste@fau.edu

Professional Preparation

Ed.D. 1994

Florida Atlantic University: Exceptional Student Education-Early Childhood, Learning Disabilities, Language Disabilities, and Educational Programming and Research

M.Ed. 1982

University of Pittsburgh: Educational Programming, Multicultural Education, ESOL, Educational Evaluation and Linguistics

B.S. 1977

Miami University of Ohio: Speech Pathology, Psychology

Appointments

Associate Professor, 2001-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Davie, FL

Assistant Professor, 1995-2001, Department of Exceptional Student Education,
College of Education, Florida Atlantic University, Boca Raton, FL

Adjunct Instructor, 1994-1995, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

Selected Peer-Reviewed Publications

Goldstein, P. (Accepted, Sept. 2014). A world of words: Vocabulary for the Learning Centers.
Young Children.

Goldstein, P., Warde, B., & Peluso, P. (2013). Children's readiness gains in publically funded
prekindergarten and preschool programs, *Child and Youth Forum*. DOI 10.1007/s10566-013-
9215-0

Goldstein, P., Warde, B., & Rody, C. (2013). Students with disabilities in the general education:
Implications for teacher preparation programs. *Teacher Education and Practice*, 26(3), 554-
568.

Selected Other Publications or Grants

Frankel, E., Underwood, K., & Goldstein, P., (in press). Principles and practices in early
Intervention. In A. Brown, M. Percy, K. Shogren & A. Fung (Eds.). *A Comprehensive Guide to
Intellectual and Developmental Disabilities* (2nd ed.). Brookes Publishing: Baltimore, MD.

TED Annual International Conference. *Accommodations General Education Student Teachers make for Students with Disabilities*. Indianapolis, IN, Nov. 2014.

TED Annual International Conference. *Teaching a Complex Course through Distance learning: Comparing Two Approaches*. Fort Lauderdale, FL, Nov, 2013.

Goldstein, P. (Principal Investigator), Warde, B., Peluso, P. (2009-2011). Program Evaluation Research for the Early Learning Coalition of Broward County. \$150, 000. An Evaluation of the effectiveness of the preschool programs funded by the Early Learning Coalition.

Synergistic Activities

Member. Davie Child Development Center Advisory Committee, 2004-2008

Member, COE strategic Planning Committee, 2010- 2012

Chair, COE Undergraduate Curriculum Committee, 1999-present

Representative for the College of Education on UUPC, 1999- 2009; 2014-present

Coordinator, ITDS Development, 2005-present

Member, EC Programs Committee, 2004-present

Senator, University Faculty Senate, 2009-2011

Member, Intellectual Foundations Subcommittee, 2009-2010

Design and Delivery of eLearning Courses: Assessment in Early Childhood Special Education (graduate), Atypical Development (graduate), Families and Community Resources in Special Education (graduate)

Methods in Early Childhood/ Early Childhood Special Education (graduate)

Curriculum and Course Development: Bachelor's Degree in Early Care and Education, Master's Degree in Early Childhood, Infant Toddler Disability Specialist

Collaborators and Other Affiliations

Council for Exceptional Children (CEC), Member, 1992-present

Florida Division of Teacher Education (TED) of the Council for Exceptional Children (CEC), Secretary, 1999-2001

Courses Taught

EEX 4070 Inclusive Education for General Educators

EEX 4101 Language and Speech Disorders

EEX 5015 Early Childhood Education/Special Education

EEX 5017 Atypical Development Early Childhood ESE

EEX 5245 Methods in Early Childhood Special Education

EEX 5755 Family and Community Resources in Early Childhood Special Education

Community Engagement

Training Program Developer, Agency for Workforce Development/ Palm Beach State College,
2010-2011

Reviewed Benner, Susan. *Assessment of Young Children with Special Needs 2nd Ed.* Routledge:
Taylor and Francis Publishing, November, 2009

Curriculum Development, Southeast Regional Comprehensive System of Personnel
Development, 2006

Member, Broward County School Readiness Grant Writing Team, 2006

LAWRENCE A. HEISER
(561) 373-6565, lheiser1@fau.edu

Professional Preparation

Ph.D. 2001

Lynn University, Boca Raton, FL: Educational Leadership

Ed.S. 1985

Nova Southeastern University, Ft Lauderdale, FL: Specific Learning Disabilities

M.S.Ed. 1975

State University of New York, Geneseo, NY: Elementary Education

B.A. 1969

State University of New York, Geneseo, NY: Psychology

State of Florida Training Certificates: Florida Performance Measurement System & Clinical Education

Appointments

Field Placement Coordinator, 2007-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Boca Raton, FL

School District of Palm Beach County (Retired), 2000-2007,
HRMD - Specialist II; Department of Elementary Education – Principal on Special Assignment

Principal, 1997-2000, Berkshire Elementary School, West Palm Beach, FL

Synergistic Activities

Florida Atlantic University - Clinical Experiences Review Committee
Florida Atlantic University – Faculty Student Honor Court

Collaborators and Other Affiliations

Council for Exceptional Children (CEC)
American Association of Colleges of Teacher Education (AACTE)
Florida Association of Staff Development (FASA)
National Education Association (NEA)
Florida Association of School Administrators (FASA)
National Association of Elementary School Principals (NAESP)

Courses Taught

EEX 4070	Inclusive Education for General Educators
EDG 4419	Classroom Management & Discipline
EEX 4842	ESE Practicum 1
EEX 4843	ESE Practicum 2
EEX 4905	Student Teaching Support
EEX 4946	ESE Student Teaching
EEX 4840	Professional Development Practices in Exceptional Student Education
EEX 5841	Graduate Teaching Practicum
EEX 6863	Graduate Internship in Special Education

Community Engagement

Palm Beach County University Consortium
 Broward County University Consortium

KATIE MARTIN MILLER
(561) 297-0241, millerk@fau.edu

Professional Preparation

Ph.D. 2013

University of Central Florida, Orlando, FL: Exceptional Student Education Track

M.S. 2005

Daemen College, Amherst, NY: Childhood Special Education

B.S. 2004

Daemen College, Amherst, NY: Childhood Education & Special Education, Concentration:
Social Studies

FL Professional Teaching Certifications: Exceptional Education K-12, Elementary Education K-6, ESOL Endorsement K-12

Appointments

Assistant Professor, 2014-Present, Department of Exceptional Student Education,
College of Education, Florida Atlantic University, Boca Raton, FL

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

Project Assistant, 2010-2013 Project ASD H325K100209,
University of Central Florida, Orlando, FL

Selected Peer-Reviewed Publications

Martin, S., Little, J., **Miller, K.**, & Gourwitz, J. (2014). Preparing urban special education leaders: What works. *Journal of Special Education Leadership*, 27(1), 26-34.

Miller, K., & Little, M. (December, 2011) Changing roles of special educators within the tiers (not tears!) of response to intervention. *LD Forum*, 4-7.

Selected Other Publications or Grants

Martin, S., & **Miller, K.** (2014). *Effective preparation for urban special education leaders: A shared vision*. Conference Proceedings from 2013 Special Education and Rehabilitation Today: The Seventh International Scientific Conference, Belgrade.

Miller, K. (2014, October). *Classroom models: Providing video supports for students with disabilities*. Florida State Conference: Council for Exceptional Children, Orlando, Florida.

Gourwitz, J., Martin, S., & **Miller, K.** (2013, November). *Support leads to success: Preparing and graduating urban special education school leaders*. Presented virtually to Teacher Education Division of the Council for Exceptional Children, Annual Conference, Indianapolis, Indiana.

Miller, K. (2012, October). *Examining the use of writing technologies to increase written expression for students with learning disabilities*. Presented at the Council for Learning Disabilities International Conference, Austin, Texas.

Wienke, W., & Pearl, C. (**Miller, K.**, Member of Writing Team) (2012). Project title: Low incidence personnel preparation grant, SPD III: Preparing special educators in severe and profound disabilities (CFDA84.325K), U.S. Department of Education, \$1,000,000 (funded).

Synergistic Activities

NIC Group, Retention of Hispanic and African American Males, 2015 to present.

Department Alternative to VAM Committee, Member, 2014 to present.

Department Petition Committee, Member, 2014-present

Doctoral Monitoring System, Member, 2014-present

Doctoral Exam Rubric Task Force, 2014-present

Faculty Advisor, Student Chapter of the Council for Exceptional Children, 2014-present

Collaborators and Other Affiliations

Council for Learning Disabilities, 2011–present

Proposal Reviewer, Council for Learning Disabilities, International Conference, 2015

Member, Technology Committee, Council for Learning Disabilities, 2012–present

Council for Exceptional Children, 2010–present: Teacher Education, Division, Technology and Media Division, Division of Learning Disabilities

Proposal Reviewer, Council for Exceptional Children, State Conference, 2010–present

Mentor, CEC Mentoring Program, Council for Exceptional Children, 2014-present

Member, Professional Development Committee, Teacher Education Division of the Council for Exceptional Children, 2014-present

Member, Research Committee, Teacher Education Division for the Council for Exceptional Children, 2012-present

CEC Teacher Education Division (TED) Dissertation of the Year Award, 2013

TED Kaleidoscope Award, Best Single Subject Design Research Poster, 2012

National Council for Teachers of English, 2010–present

International Reading Association, 2010–present

National Education Association, 2007–present

Florida Educator's Association, 2007–present
Member of Delta Epsilon Iota Honor Society, 2012–present

Courses Taught

EEX 4763 Special Education Technology
EEX 4250 Reading Instruction for Special Education
EEX 6247 Designing Programs for Special Education

Community Engagement

Journal Reviewer, Journal of Special Education Leadership, 2015-present
Journal Reviewer, Journal of International Special Needs, 2015-present
Graduate Forum Student Research Award, University of Central Florida, 2012
Project LEAD Scholar, University of Central Florida, 2010

RANGASAMY RAMASAMY
(561) 297-3091, rramasam@fau.edu

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

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.

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.

Bennett, K. D., Ramasamy, R., & Honsberger, T. (2013). Further examination of covert audio coaching on improving employment skills among secondary students with autism. *Journal of Behavioral Education*. DOI: 10.1007/s10864-013-9168-2

Bennett, K. D., Ramasamy, R., & Honsberger, T. (2012). The effects of covert audio coaching on teaching clerical skills to adolescents with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. DOI: 10.1007/s10803-012-1597-6

Selected Other Publications or Grants

Ramasamy, R., & McCormic, J. (Feb. 2015). *The undeniable truth about classroom management and the everyday experience of teachers*. Paper presented at the 2015 Annual Eastern Educational Research Association Conference in Sarasota, Florida.

Moyano, A., McCormich, J., & Ramasamy, R. (April 2015). *The impact of PowerPoint presentation on postsecondary students' knowledge of autism and collaboration with families*. Paper presented at the Undergraduate Research Symposium at Florida Atlantic University.

Ramasamy, R. & McCormick, J. (2014 November). *What would Aristotle Do? The virtue of teaching*. Paper presented at TED Conference in Indianapolis, Indiana

Synergistic Activities

Office for Students with Disabilities Scholarship Committee, 1998-2000, 2005-present

Faculty Advisor - Impact Autism at FAU

Instructors & lecture appointments. Dean's Task Force on Instructors' promotion and tenure 2012-present

International Committee, 2008-present

Library representative for the department, 2013-present

ESE representative for the College of Education Faculty Assembly, 2013-present

Faculty Search Committee, 2015

Doctoral Admission Committee, 1996-present

Dissertation Chair for one student, Doctoral Committees for 4 students, Program Chair for 2 doctoral students; supervise doctoral interns' teaching

Advise 5-7 master's students annually; Chair, Lisa Finn's master's thesis committee, 2013

Advise 8-15 undergraduate students annually

Collaborators and Other Affiliations

Developed & taught graduate level courses: Schooling in America: Education in a Diverse Society. Organizing and Managing Secondary Classrooms for general education teachers in India.

The Council for Exceptional Children: Division on Career Development and Transition

The Association for Behavior Analysis

Courses Taught

EEX 4070	Inclusive Education for General Educators
EEX 4601	Behavior Change Strategies
EEX 4604	Classroom Management
EEX 4946	Student Teaching
EEX 5051	Individuals with Disabilities
EEX 5612	Applied Behavior Analysis
EEX 6971	Master's Thesis

Community Engagement

Director, MERIT India Teacher Program (MIT) in the College of Education. Through MIT I have assisted St. Lucie County School District to recruit highly qualified teachers from India, 2007-2009.

JACK SCOTT
(561) 251-4104, jscott@fau.edu

Professional Preparation

Ph.D. 1988
University of Florida: Special Education

M.Ed. 1979
University of West Florida: Educational Leadership

B.A. 1972
State University College of New York at Cortland, NY: History

Appointments

Associate Professor & Program Executive Director, 1991-Present
Department of Exceptional Student Education & Center for Autism and Related Disabilities
(CARD)
Florida Atlantic University, Boca Raton, FL

Program Coordinator and Visiting Assistant Professor, 1989-1991,
Handicapped Migrant Student Program, University of South Florida, Tampa, FL

Selected Peer-Reviewed Publications

Danesh, A.A., Kaf, W.A., Abdelhakiem M.K., Danesh, D. and Scott, J. (2015). Auditory manifestations and intervention in children with autism spectrum disorders. *Austin Journal of Autism & Related Disabilities*, 1(1): 1005.

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 Disorders*, 45, 1408-1418.

Bennett, K., Brady, M. P., Scott, J., Dukes, C, & Frain, M. (2010). The effects of covert audio coaching on the job performance of supported employees. *Focus on Autism and Other Developmental Disabilities*, 25, 173-185.

Bucholz, J.L., Brady, M.P., Duffy, M.L., Scott, J., & Kontosh, L. (2008). Using literacy-based behavioral interventions and social stories to improve work behavior in employees with developmental disabilities. *Education and Training in Developmental Disabilities*, 43, 486-501.

Goodman, J. I., Brady, M.P., Duffy, M.L., Scott, J. & Pollard, N.E. (2008). The effects of "Bug-in-Ear" supervision on special education teachers' delivery of learn units. *Focus on Autism and*

Other Developmental Disabilities, 23, 207 - 216.

Selected Other Publications or Grants

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. (2014). Keeping Children and Youth with ASD Safe From Unintentional Injuries: Parents, You Are the Safety Captains! *A presentation on ASD Safety for the 21st Annual CARD Conference Orlando, FL, January 17-19, 2014*

Scott, J. & Peirce, L. (2012). Early intensive behavioral intervention: Results for the 2010 Florida Atlantic University survey of parents with home programs. Association for Behavior Analysis International 38th Annual Conference, May 2012 Seattle WA

Florida Department of Education, *Center for Autism and Related Disabilities (CARD) at FAU*, \$1,011,000 annually (year 2014-2015). Funding began in 1999 at \$150,000 annually.

Florida Department of Education, PEPSA Partnership. \$16,000 2007-current

Collaborators and Other Affiliations

Board Certified Behavior Analyst-Doctoral # 1-01-0568
Red Cross First Aid and Child, Adult and Infant CPR/AED

Courses Taught

EEX 6095 Nature and Characteristics of Autism Spectrum Disorders
EEX 6298 Intervention for Social, Comm., Academic & Func. Skills for Students with ASD
EEX 6609 Behavior and Analytic Teaching
EEX 6615 Behavior Assessment and Intervention Selection
EEX 7906 Directed Independent Study - Fire Safety for Autism

Community Engagement

Organization for Autism Research (OAR) Applied Research Grant Reviewer for 2015
Florida Department of Education, 2013- present, Tier 3 core workgroup, Bureau of Exceptional Education and Student Services, focused on improving outcomes for students with problem behaviors.

Advisory Board member, 2012- present, the Autism Channel (an autism television network)

Board member, Autism Society of Palm Beach and Martin County, 2013- present

President, Lost and Found of Palm Beach County (formerly Project Lifesaver of Palm Beach County) 2011- present. A non-profit corporation dedicated to promoting safety for children with autism.

Member, Florida Department of Education, Decreasing the use of Restraint and Seclusion Advisory Group, 2012- present

Member, Safe Kids of Palm Beach County, Safety Coalition

Member, Drowning Prevention Coalition, Palm Beach County

Member, Florida Developmental Disabilities Insurance Compact: A legislative work group formed to arrive at an agreement of autism insurance funding. Appointed by Florida Senate President Ken Pruitt, July 2008

Board member and Board Vice president for two autism charter schools: Renaissance Learning Center, West Palm Beach and Hope Center, Jensen Beach, FL

Board member, Treasure Coast Education Research School @ Palm Pointe: An FAU - St Lucie County School District charter school, 2007- present

Member, United Way of Palm Beach County, Impact Committee, 2006- present

Representative, Coalition for the Education of Exceptional Students. Serving as the

Representative for the Florida Council of Children with Behavioral Disorders, 1997-present

CYNTHIA L. WILSON
(954) 236-1006, clwilson@fau.edu

Professional Preparation

Ph.D. 1988

Florida State University, Tallahassee, Florida

Specialization: Special Education, Cognate Area: Higher Education Administration

M.S. 1980

Florida State University, Tallahassee, Florida

Major: Special Education: Learning Disabilities/Emotional Disturbance

B.S. 1980

Florida State University, Tallahassee, Florida

Major: Special Education: Learning Disabilities/Emotional Disturbance

Appointments

Professor, 2008-Present, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Davie, FL

Associate Professor, 2000-2008, Department of Exceptional Student Education
College of Education, Florida Atlantic University, Davie, FL

Department Chair & Associate Professor, 1998-2000, Department of Exceptional Student
Education, College of Education, Florida Atlantic University, Boca Raton, FL

Selected Peer-Reviewed Publications

Acker-Hocevar, M., Cruz-Janzen, M., **Wilson, C. L.**, Schoon, P., & Walker, D. (2010).
The need to reestablish schools as dynamic positive human energy systems that are non-
linear and self-organizing: The learning partnership tree. In *Annual Editions:
Multicultural Education*, 15th ed. McGraw-Hill. (Reprint from *The International Journal
of Learning*, 12(10), 255-267. Melbourne, Australia: Common Ground Publisher).

Acker-Hocevar, M., Cruz-Janzen, M. I., & **Wilson, C. L.** (2009). The impact of two policies on
principal and teacher preparation programs: No Child Left Behind and the Individuals
with Disabilities Education Act. *Curriculum and Teaching*, 24(1), 15-43.

Selected Other Publications or Grants

Acker-Hocevar, M., Cruz-Janzen, M. I., & **Wilson, C. L.** (2012). *Leadership from the
ground up: Effective schooling in traditionally low performing schools*. Charlotte, NC:
Information Age Publishing.

Wilson, C. L. (2015). Learning disabilities. In G. Williams, C. Thomas, J. Seabrooks, & L. Roberts (Eds.), *Special education: Case by case* (4th ed.). Dubuque, IA: Kendall/Hunt.

Wilson, C. L. & Bianco, M. (2010). Special education and the linguistically diverse student. In H. Zainuddin, N. Yahya, C.A. Morales, & E.N. Ariza (Eds.), *Fundamentals of teaching English to speakers of other languages in K-12 mainstream classrooms* (3rd ed., pp. 339-355). Dubuque, IA: Kendall/Hunt.

Wilson, C. L. (2015-2020). *Project I²: Intensive Intervention for Students with ASD who have Persistent and Severe Needs*. United States Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. \$1,247,537. Principal Investigator and Project Director. **Funded**

Synergistic Activities

Distinguished Teacher of the Year, College of Education, Florida Atlantic University, Nominee, 2014/2015

College of Education Graduate Faculty-Level A, Florida Atlantic University, 2015

Member, College of Education, Faculty Assembly, 1994-Present

Member, University Promotion and Tenure Committee, College of Education Representative, 2012-2015

Chair, Promotion and Tenure Committee, College of Education, 2011-2015

Presidential Appointee, Athletic Advisory Board, 2009-2015

Autism Endorsement: Co-developed program (with D. Garcia, Doctoral Student) including three courses: EEX 6905: Nature and Characteristics of Autism Spectrum Disorders, EEX 6210: Diagnosis, Assessment, and Instructional Decision Making, EEX 6298: Intervention for Social, Communication, Academic, and Functional Skills

Developed course: EEX 7526: Grant Writing

Developed course: EEX 5661: Managing Curriculum & Behavior

Advisor, Cadette, J. (2015). *The effectiveness of Direct Instruction in teaching students with autism spectrum disorders to answer "wh-" questions*. Department of Exceptional Student Education

Advisor, Honsberger, T. (2015). *Teaching individuals with autism spectrum disorder safe pedestrian skills using video modeling with in situ video prompting*. Department of Exceptional Student Education

Member, Black, D. (2015). *School choice and Florida's McKay Scholarship Program for students with disabilities: An analysis of parental satisfaction*. School of Public Administration, College for Design and Social Inquiry, Florida Atlantic University.

Collaborators and Other Affiliations

Council for Exceptional Children

Teacher Education Division

Division for Culturally and Linguistically Diverse Exceptional Learners

Courses Taught

EEX 4932 Developing Individual Education Programs
EEX 5661 Managing Curriculum and Behavior
EEX 6940 Advanced Practicum in Early Childhood Exceptional Student Education
EEX 7526 Grant Writing
EEX 7980 Dissertation

Community Engagement

Member, Editorial Board, *Multiple Voices for Ethnically Diverse Exceptional Learners*, 2015
Panel Member, Federal Grants, Office of Special Education Programs, United States Department of Education, 2015, 2014, 2008, 2007, 2006, 2002
President-Elect, Higher Education Consortium for Special Education (HECSE), 2013-2015
Exceptional Student Education Faculty Discipline Coordinator, Statewide Course Numbering System, Florida Department of Education, 2000-Present
Chair, Lydia Donaldson Tutt-Jones Memorial Research Grant Selection Committee African American Success Foundation, 2004-Present

**Appendix K
SPOT Results: ESE and COE Means**

Student Perception of Teaching

Term: Fall, 2014
College: All -- Department: All
Campus: All
Course Type: All -- Course Level: All -- Course Size: All
Number of Classes: 2,618
Number of Respondents: 48,878
Percentage of Enrolled Students Responding: 50.4%

College of Education

1. Clearly stated the objectives of the course

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.28	78.62%	15.52%	3.39%	2.33%		N/A

2. Covered what was stated in the course objectives

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.28	78.65%	15.58%	3.23%	2.39%		N/A

3. Was organized and prepared for class

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.33	76.53%	15.79%	4.25%	3.25%		N/A

4. Communicated ideas effectively

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.45	69.69%	18.52%	6.85%	4.68%		N/A

Term: Fall, 2014
College: Education -- Department: EXCEPTIONAL ED
Campus: All
Course Type: All -- Course Level: All -- Course Size: All
Number of Classes: 26
Number of Respondents: 290
Percentage of Enrolled Students Responding: 54.4%

EXCEPTIONAL ED

1. Clearly stated the objectives of the course

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.21	81.05%	15.34%	2.66%	0.75%		N/A

2. Covered what was stated in the course objectives

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.16	84.78%	13.66%	1.24%	0.32%		N/A

3. Was organized and prepared for class

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.24	79.41%	16.24%	2.6%	1.75%		N/A

4. Communicated ideas effectively

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.37	74.69%	15.1%	7.33%	2.87%		N/A

5. Told students how they would be evaluated

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.32	-1 77.25%	-2 15.19%	-3 4.22%	-4 3.16%		N/A

6. Gave assignments that assisted in learning the material

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.36	-1 74.44%	-2 16.63%	-3 5%	-4 3.66%		N/A

7. Gave useful feedback on coursework

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.47	-1 69.49%	-2 17.8%	-3 7.16%	-4 5.25%		N/A

8. Made the subject interesting

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.52	-1 66.46%	-2 19.75%	-3 7.13%	-4 6.39%		N/A

9. Encouraged students to think critically

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.36	-1 74.01%	-2 17.43%	-3 4.49%	-4 3.78%		N/A

5. Told students how they would be evaluated

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.26	-1 79.57%	-2 15.12%	-3 3.97%	-4 1.34%		N/A

6. Gave assignments that assisted in learning the material

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.24	-1 79.57%	-2 15.84%	-3 4.26%	-4 0.32%		N/A

7. Gave useful feedback on coursework

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.33	-1 75.88%	-2 14.66%	-3 6.79%	-4 2.67%		N/A

8. Made the subject interesting

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.47	-1 66.87%	-2 21.77%	-3 8.27%	-4 3.08%		N/A

9. Encouraged students to think critically

Mean	Percentage of Students Selecting Response					No Response
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree		
1.28	-1 77.08%	-2 18.06%	-3 3.33%	-4 1.53%		N/A

10. Was willing to listen to students questions and opinions

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.29	79.59%	13.24%	3.42%	3.51%	N/A

11. Was available during office hours or appointment times

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.25	79.64%	14.28%	2.28%	3.16%	N/A

12. Showed respect for students

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.24	82.67%	11.76%	2.58%	2.83%	N/A

13. Was concerned with whether students learned

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.34	76.36%	15.36%	4.22%	3.76%	N/A

14. Was interested in teaching

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.29	79.15%	13.61%	3.32%	3.59%	N/A

15. Gave exams that reflected the material covered

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.31	67.11%	12.87%	3.29%	14.57%	N/A

10. Was willing to listen to students questions and opinions

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.23	81.23%	14.53%	1.99%	2.05%	N/A

11. Was available during office hours or appointment times

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.21	79.57%	14.23%	2.36%	3.63%	N/A

12. Showed respect for students

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.16	84.2%	13.23%	1.27%	1.3%	N/A

13. Was concerned with whether students learned

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.26	77.79%	16.78%	2.47%	2.96%	N/A

14. Was interested in teaching

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.24	79.64%	14.95%	4.01%	1.4%	N/A

15. Gave exams that reflected the material covered

Mean	Percentage of Students Selecting Response				
	Completely Agree	Somewhat Agree	Somewhat Disagree	Completely Disagree	No Response
	-1	-2	-3	-4	%
1.18	70.35%	10.5%	0.62%	16.01%	N/A

16. How difficult was this course for you?							16. How difficult was this course for you?						
Mean	Percentage of Students Selecting Response						Mean	Percentage of Students Selecting Response					
	Very Difficult -1	Somewhat Difficult -2	About Right -3	Somewhat Easy -4	Very Easy -5	No Response		Very Difficult -1	Somewhat Difficult -2	About Right -3	Somewhat Easy -4	Very Easy -5	No Response
	%	%	%	%	%	%		%	%	%	%	%	%
2.68	11.32	28.43	45.13	6.64	5.1	N/A	2.9	6.96	19.14	64.11	5.66	3.69	N/A

17. How was the pace at which the instructor covered the material?							17. How was the pace at which the instructor covered the material?						
Mean	Percentage of Students Selecting Response						Mean	Percentage of Students Selecting Response					
	Much Too Fast -1	A Little Too Fast -2	About Right -3	A Little Too Slow -4	Much Too Slow -5	No Response		Much Too Fast -1	A Little Too Fast -2	About Right -3	A Little Too Slow -4	Much Too Slow -5	No Response
	%	%	%	%	%	%		%	%	%	%	%	%
2.79	5.33	14.68	74.97	2.94	1.77	N/A	2.82	5.23	9.89	82.48	2.41	0	N/A

18. What grade do you expect to receive in this course?							18. What grade do you expect to receive in this course?						
Mean	Percentage of Students Selecting Response						Mean	Percentage of Students Selecting Response					
	A	B	C	D	Fail	Pass		A	B	C	D	Fail	Pass
	%	%	%	%	%	%		%	%	%	%	%	%
N/A	50.18	32.73	6.72	0.86	1.29	5.85	N/A	70.89	23.41	2.51	0.43	0.04	2.12

19. How much do you think that you have learned in this course?							19. How much do you think that you have learned in this course?						
Mean	Percentage of Students Selecting Response						Mean	Percentage of Students Selecting Response					
	An Exceptional Amount -1	More Than Usual -2	About as Usual -3	Less Than Usual -4	None/Nothing -5	No Response		An Exceptional Amount -1	More Than Usual -2	About as Usual -3	Less Than Usual -4	None/Nothing -5	No Response
	%	%	%	%	%	%		%	%	%	%	%	%
2.19	30.85	30.92	27.83	6.69	3.45	N/A	1.96	38.7	33.62	21.85	3.63	2.19	N/A

20. This course as a whole was:							20. This course as a whole was:						
Mean	Percentage of Students Selecting Response						Mean	Percentage of Students Selecting Response					
	Excellent -1	Very Good -2	Good -3	Fair -4	Poor -5	No Response		Excellent -1	Very Good -2	Good -3	Fair -4	Poor -5	No Response
	%	%	%	%	%	%		%	%	%	%	%	%
2.15	37.28	27.51	20.8	8.67	5.39	N/A	1.88	43.57	33.77	13.71	6.56	1.96	N/A

21. Rate the instructor's overall effectiveness in this course:							21. Rate the instructor's overall effectiveness in this course:						
Mean	Percentage of Students Selecting Response						Mean	Percentage of Students Selecting Response					
	Excellent -1	Very Good -2	Good -3	Fair -4	Poor -5	No Response		Excellent -1	Very Good -2	Good -3	Fair -4	Poor -5	No Response
	%	%	%	%	%	%		%	%	%	%	%	%
1.97	47.65	23.52	15.96	7.1	5.42	N/A	1.84	49.28	26.89	13.71	6.34	1.78	N/A

Run Date: August 3, 2015
 Program: SPOT_Report_AllItems_v3Less
 Office of Institutional Effectiveness & Analysis
 Student Perception of Teaching Survey

