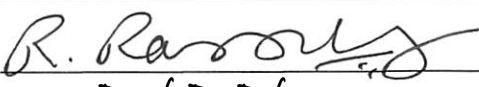

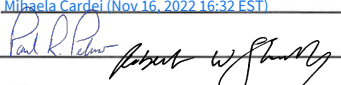
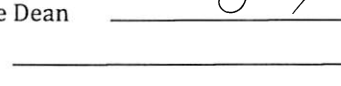
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department of Special Education College Education		
Current Course Prefix and Number EEX 6515		Current Course Title Special education Policy and Leadership	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Special Education Leadership, Policy, and Ethics Change prefix From: NA To: NA Change course number From: NA To: NA Change credits* From: NA To: NA Change grading From: NA To: NA Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: This course examines how the history of special education, legal policies, ethical standards, and emerging issues informs special education leadership. This course will also examine how advocacy and professional practice, guided by ethics, promotes advancement of the profession. Change prerequisites/minimum grades to: Change to Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or equivalent at advisor discretion Change corequisites to: None Change registration controls to: NA Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Sharon Darling/sdarlin4@fau.edu/(561)297-3284			
Approved by Department Chair  College Curriculum Chair <u>Paul R. Peluso</u> College Dean  UGPC Chair <u>Mibaela Cardiel (Nov 16, 2022 16:32 EST)</u> UGC Chair  Graduate College Dean  UFS President _____ Provost _____		Date <u>10/11/2022</u> _____ 10/25/2022 _____ 10/26/2022 _____ Nov 16, 2022 _____ Nov 16, 2022 _____ Nov 16, 2022 _____ _____ _____	

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

EEX 6515, Section XX, CRN XXXXX
Special Education Leadership, Policy, and Ethics

DL-Fully Online

3 credits

Semester, Year

Instructor: XXX

Office location: XXX

Office hours: XXX

Phone: XXX

Email: XXX



Course Description

This course examines how the history of special education, legal policies, ethical standards, and emerging issues informs special education leadership. The course will also examine how advocacy and professional practice, guided by ethics, promotes advancement of the profession.

Instructional Method

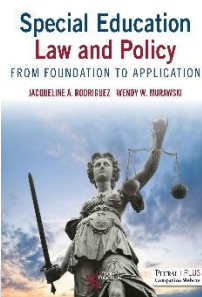
This class is designated as an asynchronous “Fully Online Class” with no on-campus attendance requirements. This course will be delivered fast-track for a period of eight weeks (fall/spring) or six weeks (summer).

Prerequisites/Corequisites

EEX 2010 or EEX 2091 or EEX 5051, or equivalent at advisor discretion

Required Texts/Readings

Required Text



Rodriguez, J.A., and Murawski, W. (Eds) (2020). *Special Education Law and Policy: From Foundation to Application*. Plural Publishing. ISBN13: 978-1-63550-231-2

Required readings

These readings are to be downloaded* from FAU's library; all are available full text and free-of-charge through FAU's library.

- Burke, M.M., Rios, K., Chung, L. (2019). Exploring the special education advocacy process according to families and advocates. *The Journal of Special Education*, 53(3), 131-141. <https://doi.org/10.1177/0022466918810204>
- Gershwin, T. (2020). Legal and research considerations regarding the importance of developing and nurturing trusting family-professional partnerships in special education Consultation. *Journal of Educational & Psychological Consultation*, 30(4), 420–436. <https://doi.org/10.1080/10474412.2020.1785884>

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Nagro, S.A., Shepherd, K.G., West, J.E., & Nagy, S.J. (2019). Activating policy and advocacy skills: A strategy for tomorrow's special education leaders. *The Journal of Special Education*, 53(2), 67-75. <https://doi.org/10.1177/0022466918800705>

Travers, J.C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. *Intervention in School and Clinic*, 52(4), 195-203. <https://doi.org/10.1177/1053451216659466>

* Watch the YouTube video tutorial on accessing FAU Searchwise to search for journal articles <https://youtu.be/oZ4QNWOR-XQ>

Required Technology/Software

Email: Your FAU email address will be used.

Computer: (Canvas®): All course materials are accessible asynchronously, via the Canvas platform.. There are specific file formats accepted in Canvas, mainly Microsoft suite of programs. Unless otherwise specified, assignments are to be submitted in WORD (.docx or .doc), PDF (.pdf) or PowerPoint (.pptx, .ppt, or .mp4). Instructor is unable to open assignments that are created using other programs (e.g., GoogleDocs, Pages, Keynote). If you do not have access to Microsoft Office programs, which are the allowable file formats, please visit the Office 365 Section of the course site (see left menu), where these programs are accessible free of charge to FAU students.

Live Text

Live Text is used by the COE to assess your competency progress in your program of study, track your performance, and comply with program approval /accreditation. All students enrolled in this course must have an active [Watermark \(LiveText\)](#) account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or **after the first week/class of a fast track course.** *If you have not purchased your LiveText account by this date a hold may be placed on your academic records*

Guidelines Used in Developing Course Objectives. Specific standards are in listed in Appendix B.

1. Council for Exceptional Student Education Practice-Based Standards for the Preparation of Special Educators- Advanced Standards (CEC) Note: CEC Standards are cross-referenced with High Leverage Practices (HLPs).
2. Florida Atlantic University Academic Learning Compact (ALC). ALCs identify (a) content/discipline knowledge and skills, (b) communication skills, (c) critical thinking, and (d) diversity, equity, and inclusion skills students in that program are expected to demonstrate prior to graduation and the methods by which students will be assessed on these skills.

Course Objectives/Student Learning Outcomes

Students will:

1. Examine how the history of special education, legal policies, ethical standards, and emerging issues informs special education leadership (CEC 6.1);
2. Identify and describe current trends, legal, and ethical issues impacting special education leadership (CEC 6.3; ALC Content and DEI);
3. Examine how advocacy, ethical, and professional practice promotes advancement of the profession (CEC 6.4, 6.7);
4. Demonstrate advocacy skills to impact the children and families receiving special education services (CEC 5.4, 5.5, ALC Content and DEI); and,
5. Actively facilitate and participate in the preparation and induction of prospective special educators (CEC 6.6).

Course Requirements

1. **Readings and Discussions** (10% of course grade). Students will engage in three peer-to-peer discussion boards. The discussion prompts correspond to three major themes of this class: (1) Leadership, (2) Advocacy, and (3) Ethical Practice in Special Education. Students are expected to minimally complete an initial post directly replying to the prompt and three replies to classmates' posts. Replies are expected to further the discussion, provide additional query, or clarify points (Objectives 1, 2, 3).

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2. **Quizzes** (10% of course grade). Students will complete four chapter quizzes. Quiz content is directly based on course readings and discussions. Each should be viewed as an opportunity for self-assessment of core concepts from the readings, discussions, and activities. Quizzes are comprised of multiple choice and true/false responses (Objectives 1, 2, 3).
3. **Learning Probes (LP)** (15% of course grade). Students will complete four open-ended assessments embedded within the modules (i.e., Learning Probes). These assessments are designed to be a check-point in your knowledge acquisition and ability to apply said knowledge. These are directly linked to the course and other readings; thus, students are expected to utilize analytical skills, readings and other academic resources to support responses to LPs (Objective 3).
4. **Significant Decade Literature Review** (20% of course grade). **CRITICAL ASSIGNMENT** (see Policy below). This assignment requires considerable research and delving into academic, empirical literature. Through this examination of the literature, students will conduct a brief literature review examining a significant decade (of their choosing) in special education. Review should highlight *historical/legal, advocacy, and policy attainments* which have impacted children and families receiving special education services (Objectives 2, 4).
 - a. Title page
 - b. **Introduction-Significant Decade Literature Review** - In this section should clearly identify and introduce the decade of focus (e.g., 1975-1985), and the historical/legal, advocacy, and policy attainments within the selected decade. Provide a *clear and concise, but brief* descriptor of the attainment within the chosen decade. Note: You are examining the same 10-year period for each of the three categories (i.e., Historical/Legal, Advocacy and Policy).
 - c. **Significant Decade Attainments & Impact** – Based on delving into the pertinent academic literature, provide a *comprehensive synthesis* of attainments within the chosen decade and fully explain how said attainment impacted children and families receiving special education services. This must be repeated for each of these categories: *Historical/Legal, Advocacy and Policy*.
 - i. *Synthesis (~2 pages)*- Read and synthesize what is learned from all the sources, rather than list/describe source by source. In this section, students should aim provide a *detailed response* to this critical question: From [insert decade], what significant [insert category] attainment has occurred in the field of special education? This section should utilize a minimum of 5-7 empirical research articles to support ideas, posits, or arguments.
 - ii. *Impact (~1 page)* For each category, students are to fully describe the impact of the attainments described for the category of focus. In this section, students should aim provide a *detailed response* to this critical question: How did the [insert category] attainments during [insert decade] impact the children/families children and families receiving special education service, then and now?
 - d. **Closing Discussion**- Paper should provide a closing discussion of the attainments described. Discussion should include a thorough discussion of implications, next steps, and propose practical solutions to the issues and implications for each of the overall historical/legal, advocacy and policy attainments discussed in the paper.
 - e. **Reference Page**. This paper must include a reference page. Every citation utilized in the paper should appear on this list. These references should also appear as in-text citations within the paper and adhere to the most recent APA guidelines.
 - f. **Mechanics**. This paper should be typed, double-spaced, utilize Times New Roman font, and 1" margins. Paper must also utilize and reflect the most recent APA Edition guidelines, specifically for title page, headings, in-text and reference page citations. Superior spelling and grammar use is expected.

Special Education Departmental Policy on CRITICAL ASSIGNMENT(S):

Many courses in the Special Education Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. This means students need to purchase [Live Text](#) to track the CA, as they would for other courses in the College of Education or this Department.

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Assessment criteria for CRITICAL ASSIGNMENTS. A student must earn a **minimum grade of 83%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy for CRITICAL ASSIGNMENTS. If the first attempt does not earn a passing grade (83% or higher), students who are in passing status are allowed to remediate and revise the CA as follows:

- **If a student has earned at least a B in the course**, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the SPED sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.
 - **If a student has not earned at least a B in the course**, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.
5. **Promotional/Marketing Strategy** (15% of course grade). Students will design a promotional/marketing strategy for the profession of special education. This strategy must target potential professionals and reflect accurate and research-based information about the field and strategies for preparation and induction of prospective special educators (Objective 5).
6. **Advocacy Campaign** (15% of course grade). Students will design an advocacy campaign to educate and garner support of professionals, families, and students. This campaign should be based on three current issues facing individuals with exceptionalities and their families. The intent is to design a professional development intended to increase advocacy skills to impact the children and families receiving special education services (Objectives 2, 3, 5).
7. **Professional Development Seminar** (15% of course grade). Students will design a professional development seminar around ethical practice in special education. The seminar should intend to educate teachers (and other school-based professionals) about current trends in special education legislation. The training should identify and describe a minimum of three current trends, document the evidence of said trends and utilize principles of (active) adult learning to impact the knowledge, skills and disposition of these professionals. (Objectives 2, 4).

Course Evaluation Method & Grading Scale

Professor's strategies to evaluate student performance in this course:

- Student participation in class discussions.
- Feedback on literature review, marketing strategy, and advocacy campaign
- Critical review of written submissions for professional standards.
- Formative evaluations (i.e., Learning probes)
- Summative Quizzes

Course Assignments	Points	% of Course Grade
1. Significant Decade Literature Review	18	20
2. Advocacy Campaign	15	15

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3.	Professional Development Seminar	15	15
4.	Promotional/Marketing Strategy	15	15
5.	Learning Probes (4@10pts each)	40	15
6.	Quizzes (4@10pts each)	40	10
7.	Discussions (3@12pts each)	36	10
Total		179	100%

Department Grading Scale

Scores are cumulative and the grade scale represents percentage of total points earned.

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

Note: the minimum grade required to pass this course is a grade of “B.” Students must complete all course assignments in order to earn a passing grade.

Instructor’s Policies on Makeup, Late Work, and Incompletes

- *Due Dates.* Consult the course site for all assignment due dates. You are urged to utilize this outline for tracking your assignment completion. Please note, it is your responsibility to ensure that assignments are fully submitted to Canvas. Instructor will not tolerate, nor make concessions for “I thought I submitted it” or similar statements.
- *Grace Period.* Generally, assignments are generally due on Friday (no later than 10:00pm). The links will remain open an additional 48 hours after the specified due date. Your assignment is late after the specified due date, but you may submit within the “grace period,” which is within the additional 48 hours the links are still open. Once the assignment link has disappeared, the assignment cannot be submitted/made-up unless you have a documentable University-approved reason. Please note, assignments submitted within the “grace period” are considered late, so do not rely on the grace period as your deadline. The grace period is there for insurance, in case you have an emergency and are unable to meet the specified deadline.
- *Late Work.* You are certainly encouraged to “work ahead” to complete assignments based on your personal schedule. All assignment links are open from the beginning of the course, but will close and disappear once the due date and grace period has elapsed. Please adhere strictly to ALL due dates as late work will not be accepted outside of the grace period) without a documentable University-approved reason for missing the deadline.
- *Grade disputes.* You are expected that you are actively engaged in the course/site multiple times for the week and to review your course grades regularly. Inquiries about grade disparity or grade “disputes” (e.g., clerical error, Canvas entry error, no grade entered) must be initiated within a week of the grade being posted in Canvas. These inquiries will not be entertained at the end of the semester (unless the grade in question was posted within the previous week). Do not wait until the semester is ending to “worry about your grade.” As you can also see, there are extra credit opportunities embedded within each learning unit. Please do not inquire about additional/alternative “extra credit” at the end of the semester, as these opportunities are embedded and should be completed throughout the course.
- *Incomplete grades.* The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course, but is unable to complete the course due to a documentable, University-approved reason.

Classroom Etiquette Policy

All students are expected to demonstrate [professional and ethical behavior](#) in class and in school environments. Professional behavior in class includes preparedness, punctuality with assignment submission, and active participation in all course activities. Professionalism is also demonstrated by a student’s ability to cooperate and collaborate with colleagues and faculty in this course.

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In addition, some information in this course will be sensitive by nature, it is important that students demonstrate ethical behavior in application of concepts and skills learned. Although there is no point value applied to professionalism, point values equivalent to 1 letter grade may be deducted from the overall course grade of any student who continually neglects to demonstrate professional behaviors.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's [Student Code of Conduct](#) and/or the [Code of Academic Integrity](#).

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/ or phone. Boca 561-297-3880; Davie 954-236-1222, or Jupiter- 561-799-8585. TTY: 711

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

EEX 6515: Special Education Leadership, Policy, and Ethics**Semester/Year****Professor Name****Course Topical Outline**

Period	Content	Readings	Assignment
Week 1	<ul style="list-style-type: none"> Course Overview US Legal System Historical Foundations of Special Education Law 	Rodriguez & Murawski: Ch 1 & 2	<ul style="list-style-type: none"> Course orientation Assignments Learning Probe I- <i>Historical Foundations of Special Education Law</i>
Week 2	<ul style="list-style-type: none"> IDEA Section 504 of Voc. Rehab Act 	Rodriguez & Murawski: Ch 3 & 4	<ul style="list-style-type: none"> Quiz 1: Ch 1-4
Week 3	<ul style="list-style-type: none"> ADA ESSA Advocacy in Special Education 	<ul style="list-style-type: none"> Rodriguez & Murawski: Ch 5 & 6 Nagro, et al., 2019 (See full citation in the <i>Additional Readings</i> Section of this syllabus). 	<ul style="list-style-type: none"> Discussion I-<i>Leadership in Special Education</i> Work on Significant Decade Literature Review
Week 4	<ul style="list-style-type: none"> Students with Disabilities- Who are they? Developing IEPs Advocacy in Special Education 	<ul style="list-style-type: none"> Rodriguez & Murawski: Ch 7 & 8 Burke, Rios, & Chung, L (2019). (See full citation in the <i>Additional Readings</i> Section of this syllabus). 	<ul style="list-style-type: none"> Quiz 2: Ch 5-8 Learning Probe II-<i>Leading IEP Teams</i> Work on Significant Decade Literature Review
Week 5	<ul style="list-style-type: none"> Who's at the Table? Role, Responsibilities, Expertise, and Authority Redefining a Free Appropriate Public Education Ethics and Professional Practice 	<ul style="list-style-type: none"> Rodriguez & Murawski: Ch 9 & 10 Gershwin (2020). (See full citation in the <i>Additional Readings</i> Section of this syllabus). 	<ul style="list-style-type: none"> Discussion II-<i>The Role of Advocacy in Education</i> Advocacy Campaign Work on Significant Decade Literature Review
Week 6	<ul style="list-style-type: none"> Identifying the Least Restrictive Environment Discipline Mandates and Outcomes Ethics and Professional Practice 	<ul style="list-style-type: none"> Rodriguez & Murawski: Ch 11 & 12 Travers, J.C. (2017). (See full citation in the <i>Additional Readings</i> Section of this syllabus). 	<ul style="list-style-type: none"> Quiz 3: Ch 9-12 Professional Development Seminar Learning Probe III-<i>Professional Practice and Discipline</i>
Week 7	<ul style="list-style-type: none"> Addressing Discipline Policies and Practices for Students with Disabilities Post-Secondary Outcomes 	Rodriguez & Murawski: Ch 13 & 14	<ul style="list-style-type: none"> Discussion III-<i>Ethical Practice in Special Education</i> Significant Decade Literature Review-Final Due
Week 8	<ul style="list-style-type: none"> Procedural Safeguards Current Trends and Legal Issues in Spec. Education Promoting the Profession 	Rodriguez & Murawski: Ch 15 & 16	<ul style="list-style-type: none"> Quiz 4: Ch 13-15 Promotional/Marketing Strategy Learning Probe IV- <i>Special Education as a Profession</i>

Bibliography

- Able, H., West, T.A., & Lim, C. (2017). Ethical issues in early intervention: Voices from the field. *Infants and Young Children*, 30(3), 204-220. <https://doi.org/10.1097/YYC.0000000000000098>
- Bettini, E., Benedict, A., Thomas, R., Kimerling, J., Choi, N., & McLeskey, M. (2017). Cultivating a community of effective special education teachers: Local special education administrators' roles. *Remedial and Special Education*, 38(2), 111-126. <https://doi.org/10.1177/0741932516664790>
- Burke, M.M. & Goldman, S.E. (2017). Documenting the experiences of special education advocates. *The Journal of Special Education*, 51(1), 3-13. <https://doi.org/10.1177/0022466916643714>
- Burke, M.M., Rios, K., Chung, L. (2019). Exploring the special education advocacy process according to families and advocates. *The Journal of Special Education*, 53(3), 131-141. <https://doi.org/10.1177/0022466918810204>
- Decker, D.M. , Wolfe, J.L., & Belcher, C.K. (2022). A 30-year systematic review of professional ethics and teacher preparation. *The Journal of Special Education*, 55(4), 201-212. <https://doi.org/10.1177/0022466921989303>
- Gershwin, T. (2020). Legal and research considerations regarding the importance of developing and nurturing trusting family-professional partnerships in special education Consultation. *Journal of Educational & Psychological Consultation*, 30(4), 420-436. <https://doi.org/10.1080/10474412.2020.1785884>
- Nagro, S.A., Shepherd, K.G., West, J.E., & Nagy, S.J. (2019). Activating policy and advocacy skills: A strategy for tomorrow's special education leaders. *The Journal of Special Education*, 53(2), 67-75. <https://doi.org/10.1177/0022466918800705>
- Travers, J.C. (2017). Evaluating claims to avoid pseudoscientific and unproven practices in special education. *Intervention in School and Clinic*, 52(4), 195-203. <https://doi.org/10.1177/1053451216659466>

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Appendix A: Critical Assignment Rubric

EEX 6515 Special Education Leadership, Policy and Ethics					
	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
Introduction <i>(CEC 6.3; ALC Content and DEI)</i>	Submission clearly and succinctly identifies and introduces the decade of focus (e.g., 1975-1985); and, provides a clear and concise, but brief descriptor for more than three overall attainments within the selected decade.	Submission clearly and succinctly identifies and introduces the decade of focus (e.g., 1975-1985); and, provides a clear and concise, but brief descriptor for a minimum of three overall attainments within the selected decade.	Submission identifies the decade of focus (e.g., 1975-1985); and, provides a clear and concise, but brief descriptor for at least two overall attainments within the selected decade.	Submission is: missing significant content as described in the Satisfactory column; not in the required format; and/or, not clearly written.	Did not attempt/include this section; and, or failed to submit/submit on time.
Historical/Legal Attainments: Synthesis & Impact <i>(CEC 6.3; ALC Content and DEI)</i>	Submission identifies more than three <i>Historical/Legal</i> attainments within the selected decade; and, attainments are supported with descriptive, but succinct synthesis of seven or more empirical research articles (literature); and; provides a detailed descriptor of more than two ways the attainments have impacted children/families children and families receiving special education service, then and now.	Submission identifies three <i>Historical/Legal</i> attainments within the selected decade; and, attainments are supported with descriptive, but succinct synthesis of 5-7 empirical research articles (literature); and; provides a detailed descriptor of two ways the attainments have impacted children/families children and families receiving special education service, then and now.	Submission identifies two or fewer <i>Historical/Legal</i> attainments within the selected decade; and, attainments are supported with 3-4 empirical research articles (literature); and; provides a descriptor of one way the attainments have impacted children/families children and families receiving special education service, then and now.	Submission is: missing significant content as described in the Satisfactory column; not in the required format; and/or, not clearly written.	Did not attempt/include this section; and, or failed to submit/submit on time.
Advocacy Attainments: Synthesis & Impact <i>(CEC 6.3; ALC Content and DEI)</i>	Submission identifies more than three <i>Advocacy</i> attainments within the selected decade; and, attainments are supported with descriptive, but succinct synthesis of seven or more empirical research articles (literature); and; provides a detailed descriptor of more than two ways the attainments have impacted	Submission identifies three <i>Advocacy</i> attainments within the selected decade; and, attainments are supported with descriptive, but succinct synthesis of 5-7 empirical research articles (literature); and; provides a detailed descriptor of two ways the attainments have impacted children/families children and	Submission identifies two or fewer <i>Advocacy</i> attainments within the selected decade; and, attainments are supported with 3-4 empirical research articles (literature); and; provides a descriptor of one way the attainments have impacted children/families children and	Submission is: missing significant content as described in the Satisfactory column; not in the required format; and/or, not clearly written.	Did not attempt/include this section; and, or failed to submit/submit on time.

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Professor Name

EEX 6515 Special Education Leadership, Policy and Ethics					
	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
	children/families children and families receiving special education service, then and now.	families receiving special education service, then and now.	families receiving special education service, then and now.		
Policy Attainments: Synthesis & Impact <i>(CEC 6.3; ALC Content and DEI)</i>	Submission identifies more than three <i>Policy</i> attainments within the selected decade; and, attainments are supported with descriptive, but succinct synthesis of seven or more empirical research articles (literature); and; provides a detailed descriptor of more than two ways the attainments have impacted children/families children and families receiving special education service, then and now.	Submission identifies three <i>Policy</i> attainments within the selected decade; and, attainments are supported with descriptive, but succinct synthesis of 5-7 empirical research articles (literature); and; provides a detailed descriptor of two ways the attainments have impacted children/families children and families receiving special education service, then and now.	Submission identifies two or fewer <i>Policy</i> attainments within the selected decade; and, attainments are supported with 3-4 empirical research articles (literature); and; provides a descriptor of one way the attainments have impacted children/families children and families receiving special education service, then and now.	Submission is: missing significant content as described in the Satisfactory column; not in the required format; and/or, not clearly written.	Did not attempt/include this section; and, or failed to submit/submit on time.
Closing Discussion <i>(CEC 6.3; ALC Content and DEI)</i>	Submission includes a through and succinct discussion (supported by citations) of implications, next steps, and propose practical solutions to the issues and implications for each of the overall historical/legal, advocacy and policy attainments discussed in the paper.	Submission includes a discussion (supported by citations) of implications, next steps, and propose practical solutions to the issues and implications for each of the overall historical/legal, advocacy and policy attainments discussed in the paper.	Submission includes a brief discussion of implications, next steps, and propose practical solutions to the issues and implications for at least two of the overall historical/legal, advocacy and policy attainments discussed in the paper.	Submission is: missing significant content as described in the Satisfactory column; not in the required format; and/or, not clearly written.	Did not attempt/include this section; and, or failed to submit/submit on time.
Mechanics	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings	Paper is <i>NOT</i> typed, double-spaced, utilize Times New Roman font, or 1" margins; title page, in-text citations, reference	Did not attempt/include this section; and, or failed to submit/submit on time.

EEX 6515: Special Education Leadership, Policy, and Ethics

Semester/Year

Professor Name

EEX 6515 Special Education Leadership, Policy and Ethics					
	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
	<i>strictly</i> adhere to the most recent APA guidelines; and/or contains no more than 1 writing error per page.	<i>mostly</i> adhere to the most recent APA guidelines; and/or no more than 2 writing errors per page.	<i>loosely</i> adhere to the most recent APA guidelines; and/or no more than 3 writing errors per page.	(page), and headings <i>do not</i> adhere to/reflect the most recent APA guidelines; and/or contains 4 or more writing errors per page.	
Note: You are examining the same 10-year period for each of the three categories (i.e., Historical/Legal, Advocacy and Policy).					

~Continue to next page~

Appendix B: Guidelines Used in Developing Course Objectives

2. Council for Exceptional Student Education Practice-Based Standards for the Preparation of Special Educators- Advanced Standards (CEC) Note: CEC Standards are cross-referenced with High Leverage Practices (HLPs).

- **Standard 5 Leadership and Policy:** Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
 - 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
 - 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.
- **Standard 6 Professional and Ethical Practice:** Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
 - 6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
 - 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
 - 6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.
 - 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
 - 6.7 Special education specialists actively promote the advancement of the profession.

2. Florida Atlantic University Academic Learning Compact (ALC). ALCs identify (a) content/discipline knowledge and skills, (b) communication skills, (c) critical thinking, and (d) diversity, equity, and inclusion skills students in that program are expected to demonstrate prior to graduation and the methods by which students will be assessed on these skills. This course focuses on:

- Content: Declarative Knowledge, Research, and Technical Skills.
- Diversity, Equity and Inclusion (DEI): Perspective taking, cultural knowledge and self-awareness, personal and social responsibility

~END~

Subject: Re: Grad Syllabi for Proposed ESE Master's Degree Program Changes
Date: Monday, September 12, 2022 at 7:13:54 PM Eastern Daylight Time
From: Carman Gill
To: Charles Dukes
Attachments: image001.png, image002.jpg, image003.gif

Hi Charles,

In my head, I had replied to this but in the real world, it doesn't look as though I did. There is no conflict for CE and thank you for reaching out. Take care,
Carman

From: Charles Dukes <cdukes@fau.edu>
Sent: Monday, September 12, 2022 4:47 PM
To: Carman Gill <gillc@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Hi Carman,

Rama is unable to use email, so he asked me to follow up with about the proposed changes in Special Education. Don't mean to be a bother, but the paperwork is due Tuesday September 13. Do you see any conflict with these courses? Hopefully not. Please send Rama a message.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
777 Glades Road Boca Raton, FL 33431
E-mail: cdukes@fau.edu
office-561 297 1081
fax-561 297 2507

To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

For information about FAU-ESE Degree Programs, Events/Activities,
or faculty/research visit: <http://www.fau.edu/education/academicdepartments/eseccontacts/>
or scan this QR code:



From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Date: Friday, September 9, 2022 at 12:14 PM
To: Carman Gill <gillc@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Charles Dukes <cdukes@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Colleagues,

Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes
Date: Monday, September 12, 2022 at 8:17:36 PM Eastern Daylight Time
From: Rangasamy Ramasamy
To: Charles Dukes
Attachments: image002.jpg, image003.gif

Please see the forwarded email from Dale regarding the conflict of interest.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.
Professor & Interim Chair
Department of Special Education
Coordinator: Holmes Scholars Program
Florida Atlantic University
Boca Raton Fl, 33431
(561) 297-3281
rramasam@fau.edu

For information about FAU-ESE Degree Programs, Events/Activities, or Faculty/Research: [CLICK HERE](#) or scan this QR code:



From: Dale Williams
Sent: Thursday, September 8, 2022 12:06 PM
To: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Subject: RE: Grad Syllabi for Proposed ESE Master's Degree Program Changes

No conflicts with CSD.
Dale

From: Rangasamy Ramasamy
Sent: Wednesday, September 7, 2022 3:50 PM
To: Carman Gill <gillc@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>; Charles Dukes <cdukes@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>
Cc: Sharon Darling <Sdarlin4@fau.edu>; Katie Miller <millerk@fau.edu>; Lisa Finnegan <lfinnegan@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Dear Department Chairs,

Subject: Re: Grad Syllabi for Proposed ESE Master's Degree Program Changes
Date: Monday, September 12, 2022 at 4:45:57 PM Eastern Daylight Time
From: Charles Dukes
To: Rangasamy Ramasamy
Attachments: image001.png, image002.jpg, image003.gif

There is no conflict with any courses in the Department of Curriculum and Instruction.

Charles Dukes, EdD, PhD
Interim Chair, Department of Curriculum and Instruction
Doctoral Coordinator & Professor, Department of Special Education
Florida Atlantic University
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To learn more about me and my research,
go to <https://www.fau.edu/education/faculty/dukes/>

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or faculty/research visit: <http://www.fau.edu/education/academicdepartments/ease/contacts/>
or scan this QR code:



From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Date: Friday, September 9, 2022 at 12:14 PM
To: Carman Gill <gillc@fau.edu>, Robert Shockley <SHOCKLEY@fau.edu>, Charles Dukes <cdukes@fau.edu>
Subject: FW: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Colleagues,

please review and indicate if there are any conflicts with your Department offerings about ESE Master's Degree Program Changes. Please reply by Monday, Sept 12. I am going to be out at the Chairs Training on Monday. So, when you get a chance, please reply to this email as soon as you can. Thank you.

Regards,
R. Ramasamy



Rangasamy Ramasamy, Ph.D.
Professor & Interim Chair
Department of Special Education
Coordinator: Holmes Scholars Program

From: Robert Shockley

Sent: Wednesday, September 21, 2022 9:55 AM

To: Rangasamy Ramasamy <RRAMASAM@fau.edu>

Subject: RE: Grad Syllabi for Proposed ESE Master's Degree Program Changes

Rama,

Sorry this has taken awhile. I have been waiting on getting faculty feedback. We have no conflict with your proposals, however, we would like for you to consider a course title change for the Leadership course. I will be happy to talk to you about this. Take care. Bob