FLORIDA ATLANTIC UNIVERSITY

NEW/CHANGE PROGRAM REQUEST
Graduate Programs

UGPC Approval _____
UFS Approval _____
Banner _____
Catalog _____

Department Special Education

College Education

Program Name	☐ **New Program***	**Effective Date** *(TERM & YEAR)*
M.Ed. Special Education	☑ **Change Program***	Summer 2023

Please explain the requested change(s) and offer rationale below or on an attachment.

The Department of Special Education has re-designed its' M.Ed in Exceptional Student Education degree by streamlining offerings for a fully on-line degree program to be completed in 16-24 months. As such, the following catalog changes are requested:

Change degree name from "Master's in Exceptional Student Education" to "Master's in Special Education;

Change course requirement to remove two College of Education courses (EDF 6481 and STA 6113) for ABA concentration only. Due to the ABA Board requirements, the ABA curriculum necessitates 21 credit hours. This will now make the ABA specialization 36 credits instead of the previous requirement of 42.

*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.

Faculty Contact/Email/Phone	**Consult and list departments that may be affected by the change(s) and attach documentation**
Dr. Rangasamy Ramasamy	

Approved by	***Date***
Department Chair R. Ramasamy	1/3/2023
College Curriculum Chair Paul R. Poluso	1/19/2023
College Dean	1/19/2023
UGPC Chair	
UGC Chair	
Graduate College Dean	
UFS President	
Provost	

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

January 2023
Special Education M.Ed. Program Changes

Overview of Proposed Program Changes

- Change program degree name to Special Education
- Remove two courses from ABA concentration track

Note: These changes are based on the proposed 2023-24 catalog (Changes effective fall 2022.)

~~**Exceptional Student**~~ **Special Education**
Master of Education (M.Ed.)

The master's program ~~includes~~ is a fully online degree program that includes, 36-42~~-~~ 39 credit hours ~~graduate degree~~ that provides students with the knowledge and skills for working with students with disabilities. Full-time students may complete this degree within 16-24 months. The intensive, fast-track special education coursework is designed to allow teachers, administrators, or related field personnel to specialize in Applied Behavior Analysis (ABA), Autism Spectrum Disorders (ASD), Early Childhood Special Education (EDSE), or Special Education Intervention Specialist. Students have the option of seeking teacher certification/endorsement in: ASD, ESE K-12, Pre-K Disabilities; Early Intervention Infant Toddler Developmental Specialist training (ITDS); or preparation for the Board-Certified Behavior Analyst (BCBA) exam.

Admission Requirements
1. The student must meet College and University requirements.

2. An undergraduate Grade Point Average (GPA) of at least 3.0 or one letter of recommendation from an employer in an education-related field or current/former university instructor.

3. Personal statement not exceeding three double-spaced pages, indicating applicant's reasons for pursuing a master's degree and career goals.

Degree Requirements
1. The student must meet College and University requirements.

2. The student must earn grades of "B" or higher in all ~~ESE~~ Special Education courses in the program and will be required to repeat any course in which a grade of less than "B" is earned. (A course can be repeated only once.)

3. The student must complete a minimum of 36 credits in the program.

CURRENT		
Total of 36- 42 credits depending on area of specialization		
College Core Courses - 6 credits		
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3
Department Core Courses -15 credits		
Assessing Students with Disabilities	EEX 6225	3
Enhancing Collaborations between Schools, Communities, and Families of Students with Special Needs	EEX 5622	3
Instructional Design in Special Education	EEX 6480	3

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CURRENT		
Program Evaluation of Special Education Programs, Services, and Support	EEX 6320	3
Special Education Leadership, Policy, and Ethics	EEX 6515	3
Optional Requirement - 3 credits *(Select one of two options)*		
Thesis	EEX 6971	1-3 **or**
Field Project in Exceptional Student Education	EEX 6942	1-3
Specializations - 15 –21 credits		
Early Childhood - 15 credits		
Atypical Development Early Childhood Exceptional Student Education	EEX 5017	3
Early Intervention Services	EEX 6707	3
Family and Community Resources in Early Childhood Special Education	EEX 5755	3
Methods in Early Childhood Special Education	EEX 5245	3
Survey and Assessment in Early Childhood Special Education	EEX 5015	3
Autism Spectrum Disorders - 15 credits		
Applied Behavior Analysis	EEX 5612	3
Behavior Change and Management Strategies	EEX 6602	3
Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders	EEX 6210	3
Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders	EEX 6298	3
Nature and Characteristics of Autism Spectrum Disorders	EEX 6095	3
Applied Behavior Analysis - 21 credits		
Advanced Applied Behavior Analysis	EEX 7618	3
Applied Behavior Analysis	EEX 5612	3
Behavior Analytic Supervision & Management	EEX 6226	3
Behavior Analytic Teaching	EEX 6609	3
Behavior Assessment and Intervention Selection	EEX 6615	3
Behavior Change and Management Strategies	EEX 6602	3

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CURRENT		
Ethics in Applied Behavior Analysis	EEX 6747	3

PROPOSED NEW		
~~**Total of 36- 42 credits depending on area of specialization**~~ **Early Childhood (EC) or Autism Spectrum Disorders (ASD) Specialization (Total of 36- 39 credits)**		
College Core Courses - 6 credits		
Educational Research	EDF 6481	3
Educational Statistics	STA 6113	3
Department Core Courses -15 credits		
Assessing Students with Disabilities	EEX 6225	3
Enhancing Collaborations between Schools, Communities, and Families of Students with Special Needs	EEX 5622	3
Instructional Design in Special Education	EEX 6480	3
Program Evaluation of Special Education Programs, Services, and Support	EEX 6320	3
Special Education Leadership, Policy, and Ethics	EEX 6515	3
Optional Requirement - 3 credits *(Select one of two options)*		
Field Project in Exceptional Student Education	EEX 6942	1-3 **OR**
Thesis	EEX 6971	1-3
~~Field Project in Exceptional Student Education~~	~~EEX 6942~~	~~1-3~~
Specializations - 15 –21 credits		
Early Childhood - 15 credits		
Atypical Development Early Childhood Exceptional Student Education	EEX 5017	3
Early Intervention Services	EEX 6707	3
Family and Community Resources in Early Childhood Special Education	EEX 5755	3
Methods in Early Childhood Special Education	EEX 5245	3
Survey and Assessment in Early Childhood Special Education	EEX 5015	3
Autism Spectrum Disorders - 15 credits		

Commented [LF1]: Removing ABA Concentration Specialization from existing Masters specialization areas and placing in its' own table. ABA program has additional certification requirements making their program credit heavy.
Courses are all listed in alphabetical order

PROPOSED NEW		
Applied Behavior Analysis	EEX 5612	3
Behavior Change and Management Strategies	EEX 6602	3
Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders	EEX 6210	3
Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders	EEX 6298	3
Nature and Characteristics of Autism Spectrum Disorders	EEX 6095	3
~~**Applied Behavior Analysis - 21 credits**~~		
~~Advanced Applied Behavior Analysis~~	~~EEX 7618~~	~~3~~
~~Applied Behavior Analysis~~	~~EEX 5612~~	~~3~~
~~Behavior Analytic Supervision & Management~~	~~EEX 6226~~	~~3~~
~~Behavior Analytic Teaching~~	~~EEX 6609~~	~~3~~
~~Behavior Assessment and Intervention Selection~~	~~EEX 6615~~	~~3~~
~~Behavior Change and Management Strategies~~	~~EEX 6602~~	~~3~~
~~Ethics in Applied Behavior Analysis~~	~~EEX 6747~~	~~3~~

Commented [LF2]: ABA Specialization will have its' own table with Department Core and Concentration area courses only.

PROPOSED NEW		
~~**Total of 36- 42 credits depending on area of specialization**~~ **Applied Behavior Analysis (ABA) Specialization (Total of 36 credits)**		
Department Core Courses -15 credits		
Assessing Students with Disabilities	EEX 6225	3
Enhancing Collaborations between Schools, Communities, and Families of Students with Special Needs	EEX 5622	3
Instructional Design in Special Education	EEX 6480	3
Program Evaluation of Special Education Programs, Services, and Support	EEX 6320	3
Special Education Leadership, Policy, and Ethics	EEX 6515	3
Applied Behavior Analysis - 21 credits		
Advanced Applied Behavior Analysis	EEX 7618	3

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PROPOSED NEW		
Applied Behavior Analysis	EEX 5612	3
Behavior Analytic Supervision & Management	EEX 6226	3
Behavior Analytic Teaching	EEX 6609	3
Behavior Assessment and Intervention Selection	EEX 6615	3
Behavior Change and Management Strategies	EEX 6602	3
Ethics in Applied Behavior Analysis	EEX 6747	3

Department of Special Education request to waive EDF 6481 and STA 6113 for ABA Concentration

October 24, 2022

Dear Dr. Shockley,

We are currently making major changes to our Master of Education program in Special Education to go fully online. Of special concern is our program in Applied Behavior Analysis (ABA). This track is designed to meet the professional coursework requirements required by the Behavior Analyst Certification Board (BACB). To meet these requirements, we must offer seven specialty courses. All of our other tracks have only five specialty courses. This causes the total number of credits for our students pursuing the ABA concentration to be unduly high at 42 to 45 hours. We have a solution which serves two purposes and to accomplish this we need your help.

We are proposing the elimination of the EDF 6481 (Educational Research) and STA 6113 (Educational Statistics Research) from the required courses for our students seeking the ABA concentration only. This would allow their program to be completed with 36 to 39 credit hours, which keeps it in line with the other degree programs and will help in terms of marketability. Please note, the elimination of these two courses is not intended to be merely a reduction in credit hours nor in research or statistics content. Students will still receive quality research education, but it will continue through the exposure and application of behavioral single subject research designs, which is the standard for ABA-based research and experimental studies.

To exemplify, EEX 7618 (Advanced Applied Behavior Analysis), is designed to meet the BACB's Measurement, Data Display, Interpretation, and Experimental Design content areas specific to the field of ABA. This course is often described as the most rigorous course in the program by most students. It is entirely focused on ABA research methods and practices, the foundations of which are single subject in design. It also serves as essential preparation for our master's degree students who utilize single subject designs for their ABA-based research studies. As is evident, the field of ABA is unique in that its practices are based on an analytic model predicated on evidence-based practices and on-going research where the participant or subject of each intervention or experiment serves as their own control. Courses such as EEX 6615 (Behavior Assessment) and EEX 6602 (Behavior Change and Management Strategies) incorporate assessment, evaluations, intervention implementation, and data display and analysis, which are all critical foundations for single subject research.

Unlike other disciplines found in the COE, the focus of ABA-based research does not rely on statistical conceptualization but rather on visual analysis of graphed performance data of a single subject responding to treatment in comparison to his/her performance prior to treatment. Tools used in the analysis include the analysis of trend, performance levels, percentage of overlapping data points, and variability measures (derived from visual analysis of data such as the bounce envelope).

For instructional purposes, our students are exposed to several measures of data collection. For example, they learn to rely on the calculation of "celeration," a metric used to measure the amount of learning progress over a specified period of time for correct and incorrect responding. The measures are not based on statistics, but rather on the single-subject or behavioral research tradition with its reliance on fixed units of behavior, such as frequency counts of behavior or the duration of a behavior. As evidenced, knowledge of statistics and related analyses tends not to be of added benefit to students in the field of ABA due in part to participant and subject numbers being quite small (typically 3-4) but also because subjects' individual performance determines the effectiveness of a treatment or intervention.

Based on the information presented, we respectfully ask that you consider permitting the elimination of EDF 6481 Educational Research and STA 6113 Educational Statistics Research from the Special Education Master degree program only for those students in the ABA concentration area. All other four special education concentration area students will continue to enroll in both EDG 6481 and STA 6113. Your help will build our Master program, recruit more students, and make it a vibrant program going forward. Thank you.

Sincerely,

Rangasamy Ramasamy, Ph.D
Professor and Interim Chair

From: Robert Shockley
Sent: Friday, December 9, 2022 2:10 PM
To: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Cc: Jarrett Warshaw <warshawj@fau.edu>; Maysaa Barakat <barakatm@fau.edu>; Maria Vasquez <mvasque3@fau.edu>; Mary Lieberman <mlieberm@fau.edu>; Michael DeDonno <mdedonno@health.fau.edu>
Subject: RE: ABA Concentration

Rama,

Thank you for your patience as our faculty deliberated on your department's proposal. I am sharing the attached response from our Research Methods Faculty. Essentially, the faculty had serious concerns about the proposal to waive the Ed Research and Statistics courses for the Applied Behavior Analysis Concentration. These concerns are explained in the attached statement. However, we do understand your department's constraints with this program and if the faculty in your department wish to move forward with this proposal we will not stand in your way. Please read the attached statement from the Research Methods faculty. I am copying our COE Graduate Programs Committee representatives on this message. Bob

From: Rangasamy Ramasamy <RRAMASAM@fau.edu>
Sent: Thursday, December 1, 2022 5:24 PM
To: Robert Shockley <SHOCKLEY@fau.edu>
Subject: ABA Concentration

Hello Bob,

I hope you had an excellent trip to Seattle and nice Thanksgiving. Our final faculty meeting for 2022 is next week. I would appreciate it if you could give me the good news to share with the Special Education Department faculty about waiving the Ed Research and Statistics courses for the Applied Behavior Analysis Concentration. I hope to hear positive news from you soon. As soon as I hear from you, we will revise our program and advertise it to recruit students to our master's degree program. Thank you.

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-Special Education Degree Programs, Events/Activities, or Faculty/Research: CLICK HERE or scan this QR code:

Attached statement sent in the above email.

RM Response to ESE Request to Waive Master's Level Research Core Course Requirements

I received written feedback today from RM area members after a recent RM area meeting where this issue was discussed.
The consensus is that particularly if the objective is to produce students with board certification as BCBA - "Board Certified Behavior Analysts", then a broader understanding of statistics and research methodology is desirable from the point of view that most of these analysts focus on single case designs and will need to interpret research literature that uses other methodologies that are important in this field to analysts, such as tantrums, self injuries, and overt aggression directed toward others, all of which are studied by these analysts.
In addition, newer, more sophisticated, statistical techniques than only straight forward visual inspection of graphs. These statistical methods provide an objective accounting of the full impact of a treatment plan.
That said, we do not recommend limiting these students' skills and competencies by eliminating both of these courses, however from the standpoint of marketability of the program, if the program leaders find it necessary to do so, we would leave the final decision up to them. Mary G. Lieberman - RM Area Representative