 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department Special Education College Education	Confirmed _____ Banner _____ Catalog _____
Current Course Prefix and Number EEX 6225		Current Course Title Assessment & Evaluation of Students with Disabilities
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Assessing Students with Disabilities 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 describes assessment methods (e.g., instruments, data, procedures), and how they are used and interpreted within multi-tier systems to support and inform instruction of students who are being served in special education and are from cultural, social, and economically diverse backgrounds. Change prerequisites/minimum grades to: Previous prerequisites EEX 2010 & EEX 5051/ New: One of the following EEX 2010, EEX 2091, EEX 5051, or equivalent at advisor discretion Change corequisites to: NA Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.
Effective Term/Year for Changes: Spring 2023		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone Jim Forgan/Jforgan@fau.edu/(561)297-3284		
Approved by Department Chair <u>Charles Dukes/R. Rivas</u> College Curriculum Chair <u>Paul R. Peluso</u> College Dean <u>Mihaela Cardei</u> UGPC Chair <u>Mihaela Cardei</u> UGC Chair <u>Mihaela Cardei</u> Graduate College Dean _____ UFS President _____ Provost _____		Date <u>9/13/2022</u> _____ _____ _____ _____ _____ _____ _____

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

EEX 6225

Assessing Students with Disabilities

DL-Fully Online

3 credits

Semester, Year

Prof. XXXXX

Office: XXXXXX

Office hours: MW 11-2

Telephone: 561-XXX-XXXX

Email: zzzzz@fau.edu



Course Description

This course describes assessment methods (e.g., instruments, data, procedures), and how they are used and interpreted within multi-tier systems to support and inform instruction of students who are being served in special education and are from cultural, social, and economically diverse backgrounds.

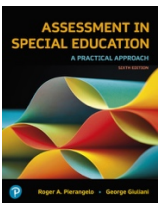
Instructional Method

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

Prerequisites/Corequisites

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

Required Text



Pierangelo, R. & Giuliani, G. (2023). *Assessment in special education: A practical approach, sixth edition*. Pearson. ISBN-13: 9780137545438

Required Technology/Software

Email: Your FAU email address will be used.

Computer: (Canvas®): All course materials and access to the online, asynchronous class sessions using Microsoft Office or Office 365. 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

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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.

LiveText 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

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).
Standard 1 Assessment:
 - 1.0 Special education specialists use valid and reliable assessment practices to minimize bias.
 - 1.1 Special education specialists minimize bias in assessment.
 - 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.
2. Florida Atlantic University Academic Learning Compact (ALC). ALCs identified include critical thinking, and diversity, equity, and inclusion skills (DEI).

Course Objectives/Student Learning Outcomes

Upon completing the course the successful student will:

1. Indicate the rationale and basis for norm-referenced testing. (CEC 1.0)
2. Specify a wide variety of norm-referenced tests and their applicability to education. (CEC 1.2)
3. Understand the issues involved in testing multicultural and/or bilingual children. (CEC 1.1; ALC Critical Thinking, DEI)
4. Specify the uses of data from various assessment instruments. (CEC 1.2)
5. Indicate, given a description of a child, including children from culturally and linguistically diverse backgrounds, the appropriate assessment procedures to use. (CEC 1.1; ALC Critical Thinking, DEI)
6. Indicate the educational implications of assessments in evaluating the effectiveness of practices and programs. (CEC 1.2; ALC Critical Thinking)

Course Assignments

1. **The Assessment Process (Critical Assignment, 20 points, 20% of course grade)**

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Students prepare a paper describing the assessment process from RtI to testing to IEP goals. This assignment requires access to and use of the records (i.e., cumulative folder, psychological report and current IEP). If you do not have this access, please notify the instructor immediately. Using the information from the student's cumulative folder, psychological report, and current IEP, address the prompts below in your paper. Each prompt should be addressed in narrative format (minimum 2-3 double spaced paragraphs each). Paper should utilize a pseudonym for the student, exclude identifying information, and adhere to the current APA Edition for structure of page, section headers (levels), citations and references.

- Describe the child and their needs (age, grade, living situation, behavioral, cognitive, learning, and social).
- Describe in detail how parents were or were not involved in the process.
- Describe the MTSS process of how teacher collected data. Include RtI charts.
- Describe the school psychologist's assessment plan and provide evidence (such reliable and valid instruments, testing in native language, bilingual testing, following standardized testing procedures, and certified or licensed providers) of how they minimized testing bias.
- What areas were assessed (academic, cognitive, social-emotional). Summarize results.
- Describe evidence which supported the child had a disability(ies) ?
- Based on information gathered, did the assessment process inform planning for the child's IEP? Describe in detail how the child's current IEP goals relate to the assessment data.
- If you were to update the child's testing, provide a detailed rationale for one or more areas you recommend be assessed and why? Suggested assessment areas (social, behavioral, academic, cognitive, processing, etc.).
- Based on information gathered, write 2 new measurable annual goals containing condition, behavior, criteria, for each area on the child's current IEP.

(Course Objectives 4, 5, 6)

2. Weekly Readings and Discussion Posts (5 points per week, 35% course grade)

Students will read the required readings and/or watch a recorded lecture. Each student will complete a weekly assignment posted to the discussion board. The discussion post assignment requires you to use course content and each one must cite evidence from the text to complete your post. Each post varies from 750 to 1500 words and each week you must respond to at least two other students' post.

Week 1- Chapter 1- Introduction to Assessment &

Chapter 4- Scoring Terminology Used in Assessment

Week 2- Chapter 6- Cultural and Linguistic Diversity in Special Education Assessment

Week 3- Chapter 7- Response to Intervention &

Chapter 9- The Child Study Team and Pre-referral Strategies

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Week 4- Chapter 10- The Multidisciplinary Team and Parental Participation in the Assessment Process

Week 5- Chapter 11- Assessment of Academic Achievement

Week 6- Chapter 13- Assessment of Behavior

Week 7- Chapter 22- Development of the IEP

(Course Objectives 1, 2, 3, 4, 5)

3. Tests (2 @ 26 points each, 52% of course grade)

Students will take two multiple choice tests covering reading from the assigned chapters. The evaluation will include information presented in the textbook and lectures.

(Course Objectives 1, 2, 3)

Course Evaluation Method

Assignment	Points	% of Course Grade
The Assessment Process	20	20%
Weekly Discussion Posts; 7 @ 4 points each	28	28%
Two tests @ 26 points each	52	52%
TOTAL		100%

Course Grading Scale

GRADING (SPED GRADING SCALE):

Activity 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.

Policy on Makeup Tests, Late Work, and Incompletes

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of B (not B-) is required in order to continue in the SPED Master’s program.

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4. All written assignments must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced. Assignments submitted late are reduced by 2 points for each day they are submitted late.

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.

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

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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](#).

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Course Topical Outline

Week	Text Reading(s)	Assignment
1	Chapters 1, 4	Discussion Post 1
2	Chapter 6	Discussion Post 2
3	Chapters 7, 9	Discussion Post 3
4	Chapter 10	Test 1; Discussion Post 4
5	Chapter 11	Discussion Post 5
6	Chapter 13	Discussion Post 6
7	Chapter 22	Discussion Post 7
8	NA	Test 2; The Assessment Process

Course Change

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Appendix A Critical Assignment Rubric

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	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
Introduction, Background, Parent Involvement <i>(CEC 1.0; ALC Content and DEI)</i>	Submission clearly describes at least three categories of the child's needs (living situation, behavioral, cognitive, learning, and social). and cites evidences of parent participation and consent or personnel attempt(s) to involve non-participatory parent.	Submission clearly describes at least two categories of the child's needs (living situation, behavioral, cognitive, learning, and social). and cites evidences of parent participation and consent or personnel attempt(s) to involve non-participatory parent.	Submission clearly describes one category of the child's needs (living situation, behavioral, cognitive, learning, and social). and cites evidences of parent participation and consent or personnel attempt(s) to involve non-participatory parent.	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.
MTSS Process <i>(CEC 1.1; ALC Content and DEI)</i>	Submission comprehensively describes the school's MTSS process for all students. The submission includes four or more evidences of the child's MTSS process such as planning information, intervention descriptions, RtI charts, trend lines, aim lines, curriculum based instruction data, frequency counts, graphical data, evidence for decision	Submission somewhat describes the school's MTSS process for all students. The submission includes three or more evidences of the child's MTSS process such as planning information, intervention descriptions, RtI charts, trend lines, aim lines, curriculum based instruction data, frequency counts, graphical data, evidence for decision	Submission does not describe the school's MTSS process for all students. The submission includes two or more evidences of the child's MTSS process such as planning information, intervention descriptions, RtI charts, trend lines, aim lines, curriculum based instruction data, frequency counts, graphical data, evidence for decision	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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EEX 6225 Assessing Students with Disabilities					
	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
	making regarding lack of progress.	making regarding lack of progress.	making regarding lack of progress.		
Assessment Plan, Bias Minimized <i>(CEC 1.1; ALC Content and DEI)</i>	Submission describes the assessment plan used including data supporting minimizing test bias such reliable and valid instruments, testing in native language, bilingual testing, following standardized testing procedures, and certified or licensed providers. The submission cites three or more areas assessed (cognitive, processing, academic, social, behavioral) and provides a chart summary of data. Submission cites clear evidence the child met eligibility criteria for a disability.	Submission describes the assessment plan used including data supporting minimizing test bias such reliable and valid instruments, testing in native language, bilingual testing, following standardized testing procedures, and certified or licensed providers. The submission cites two or more areas assessed (cognitive, processing, academic, social, behavioral) and provides a chart summary of data. Submission cites general evidence the child met eligibility criteria for a disability.	Submission describes the assessment plan used including limited data supporting minimizing test bias such reliable and valid instruments, testing in native language, bilingual testing, following standardized testing procedures, and certified or licensed providers. The submission cites one areas assessed (cognitive, processing, academic, social, behavioral) and provides narrative summary of data. Submission cites general evidence the child met eligibility criteria for a disability.	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.
Implications and Goals <i>(CEC 1.2; ALC Content and DEI)</i>	Submission identifies current IEP goals and describes one or more evidences of how they	Submission identifies current IEP goals and describes one or more evidences of how they	Submission identifies current IEP goals and describes limited evidence of how they related to	Submission is: missing significant content as described in the Satisfactory column;	Did not attempt/include this section; and, or failed to

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EEX 6225 Assessing Students with Disabilities					
	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
	related to previous assessment data; provides detailed rationale of future assessment area(s) needed; writes two annual goals containing condition, behavior, criteria, for each area on the child's current IEP.	related to previous assessment data; provides adequate rationale of future assessment area(s) needed; writes two annual goals that do not have condition, behavior, criteria for each area on the child's current IEP.	previous assessment data; provides limited rationale of future assessment area(s) needed; writes less than two annual goals for each area on the child's current IEP.	not in the required format; and/or, not clearly written.	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 <i>strictly</i> adhere to the most recent APA guidelines; and/or contains no more than 1 writing error per page.	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings <i>mostly</i> adhere to the most recent APA guidelines; and/or no more than 2 writing errors per page.	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings <i>loosely</i> adhere to the most recent APA guidelines; and/or no more than 3 writing errors per page.	Paper is <i>NOT</i> typed, double-spaced, utilize Times New Roman font, or 1" margins; title page, in-text citations, reference (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.	Did not attempt/include this section; and, or failed to submit/submit on time.

Course Change

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/ese/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,

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 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