FAU
FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Graduate Programs

Department Special Education

College Education

UGPC Approval	_____
UFS Approval	_____
SCNS Submittal	_____
Confirmed	_____
Banner	_____
Catalog	_____

Current Course Prefix and Number EEX 6480	**Current Course Title** Instructional Design in Special Education

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:
NA

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 ☐   Remove ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:
This course addresses the methods for special educators to use data and knowledge of general and specialized curricula to improve special education programs for students with exceptionalities using evidence-based practices and effective teaching strategies.

Change prerequisites/minimum grades to:
Previous EEX 5841 & EEX 6247 /
New: One of the following EEX 2010, EEX 2091, EEX 5051, or equivalent at advisor discretion

Change corequisites to:
Previous co-requisite EEX 6849/
New: None

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 Katie M. Miller/Millerk@fau.edu/561-297-3284

Approved by		Date
Department Chair	*Charles Dukes/R. Rasos*	9/13/2022
College Curriculum Chair	*Paul R. Peluso*	9/30/2022
College Dean	*Mihaela Cardei*	10/3/2022
UGPC Chair	*Mihaela Cardei (Oct 13, 2022 10:49 EDT)*	Oct 13, 2022
UGC Chair	*Mihaela Cardei (Oct 13, 2022 10:49 EDT)*	Oct 13, 2022
Graduate College Dean	*Robert W [illegible]*	Oct 17, 2022
UFS President		
Provost		

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

ChangeCourseGR, revised Summer 2022

EEX 6480, Section XX, CRN XXXXX
Instructional Design in Special Education
3 cr
DL-Fully Online
Semester, Year
Prof. XXXXX YYYYY
Office Location: XXXXXX
Office hours: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

Course Description

This course addresses the methods for special educators to use data and knowledge of general and specialized curricula to improve special education programs for students with exceptionalities using evidence-based practices and effective teaching strategies.
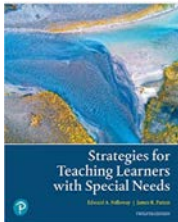
Instructional Method

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

Required Texts

Polloway, E.A., and Patton, J.R. (2022). *Strategies for Teaching Learners with Special Needs. Pearson.* (12th edition). ISBN-13: 9780136883081

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.

Selected chapters from this UDL text, which is available, *free of charge*, via http://udltheorypractice.cast.org/

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice.* Wakefield, MA: CAST Professional Publishing.

*Collins, A., & Lindstrom, E. (2021). Making sense of reading comprehension assessments: Guidance for evaluating student performance, *Intervention in School and Clinic, 57*(1), 23-31 https://doi.org/10.1177/1053451221994806

*Zabala, J. (2005). Ready, SETT, go! Getting started with the SETT framework. *Closing the Gap: Computer Technology in Special Education and Rehabilitation,* (23)6, 1-3.

* 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 be able to:

1. Support educational standards to provide access to challenging curriculum to meet the needs of individuals
with exceptionalities (CEC 2.1, ALC content)

2. Identify specific instructional and assistive technologies to support access and learning of challenging
content for individuals with exceptionalities (CEC 2.2, ALC content)

3. Identify effective teaching strategies to support access to challenging content within curriculum standards
(CEC 2.2, ALC Critical Thinking)

4.   Select and design comprehensive curricula for individuals with exceptionalities (CEC 2.3, ALC Content; Critical Thinking)

5.   Evaluate research to identify effective practices for individuals with exceptionalities (CEC 4.1, ALC Critical Thinking, Content)

6.   Support linguistically and culturally responsive practices for individuals with exceptionalities (CEC 5.2, ALC Critical Thinking)

7.   Model challenging expectations for individuals with exceptionalities (CEC 5.1, ALC Content, Critical Thinking)

Course Assignments/Points:

1.   **Class Application Activities** (4 at 5 points each, 17% of grade) Specific application activities based on the weekly content will be utilized across 4 modules. Students will be given opportunities to develop and apply course content to ensure that course topics are fully understood.

2.   **Lesson Planning Assignment (Critical Assignment):** (12pts, 20% of grade)
Students will choose one curriculum standard from general education (K-12) in a specific content area and include the corresponding Access Point. They will select and design an instructional plan for students with various levels of needs and disabilities. Specific components of the plan include utilizing a specific Florida content standard, designing an objective and assessment, as well as including components of explicit instruction (modeling, guided practice). The plan must include an evidence-based practice and must be utilized within the lesson plan. (Objective 1, 2, 4, 7)

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.
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.

3. **Evaluation of Evidence-Based Practice (12 pts, 18% of course grade):** Students must determine if there is specific research to support the practice across individuals with disabilities, including those with CLD backgrounds. A summary of research must be written which includes for whom this practice has been researched specifically (disability, grade level) and (2) specifically determine if there is research to support this practice for students with disabilities from CLD backgrounds. (Objective 3, 5, 6,) (50 pts)

4.

5. **Instructional Technology Assignment (2o pts, 15% of course grade)**—Given a specific content area and lesson objective, students will identify and present a specific curricular task and will offer various instructional and assistive technologies to align with UDL principles for various stages of the learning process. The task will be designed to meet the various needs of students with disabilities (Objective 2)

6. **Weekly Reading Quizzes** (**7 quizzes at 5 pts each, 15% of course grade**)—Weekly quizzes will be utilized to ensure students are completing readings and are based on the weekly topics. A study guide with critical questions will be developed. (Objectives 1,2,3)

7. **Website Resource Review (10pts, 15% of course grade)** Students will review various website resource (e.g., IES, What Works Clearinghouse, Technical & Support Centers) that feature evidence-based practices. Students will select one content area and one area of disability and collect at least 5 web-based resources to support teachers. A resource document (word document, PowerPoint, or other media-based presentation) will be created for teachers to utilize. (Objective 2,3,4,5)

Course Evaluation Method & Grading Scale

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

- Student participation in class application activities
- Feedback and analysis of lesson planning assignment, evaluation of evidence based practice, and instructional technology assignment
- Formative & Summative evaluation components (quizzes, class application activities)

Instructional Design in Special Education

Course Assignments	Points	% of Course Grade
1. Class Application Activities (4 @ 5 points each)	20	17
2. Lesson Planning Assignment (CA)	12	20
3. Evaluation of Evidence Based Practice	12	18
4. Instructional Technology Assignment	20	15
5. Weekly Reading Quizzes (7 at 5 pts each)	35	15
6. Website Resource Review	10	15
Total	**109**	**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 specific policies:

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries three (3) graduate 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 ESE Master's program.

4. All **written assignments** must follow the directions on the assignment for presentation.

Policies on Makeup, Late Work, and Incompletes: Assignments submitted more than 3 days late will lose points. For example, for each day that it is turned in late, 5 points will be deducted from final assignment grade. *Assignments turned in more than 3 university calendar days late will not be accepted unless prior arrangements have been made.* Please communicate with instructor if unforeseen instances arise. Exceptions will be made at instructor's discretion.

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 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.

Instructional Design in Special Education

Course Topical Outline

Period	Content	Readings	Assignment
Week 1	- Course Overview - Introduction to teaching students with disabilities including students from CLD backgrounds - Foundations of Effective Instruction	Polloway & Patton, Ch 1/2	- Course orientation Assignments - Class application activity 1
Week 2	- Teaching & Differentiating Instruction - UDL planning - Lesson Planning	- CAST UDL Ch 1-2 - Polloway & Patton, Ch. 3	- Quiz 1 - Class application activity 2
Week 3	- Instructional Technology Tools & EBPS the Classroom - SETT framework	- CAST UDL Ch. 3 - Zabala (2005) (full citation in syllabus)	- Quiz 2 - Class application activity 3 - Website Resource Review due
Week 4	Literacy Strategies for Students with Disabilities	Polloway & Patton, Ch. 5-8	- Quiz 3 - Instructional Technology assignment due
Week 5	Math Strategies for Students with Disabilities	Polloway & Patton, Ch. 9	- Quiz 4
Week 6	Social Studies/Science Content Area Strategies	Polloway & Patton, Ch 10/11	- Quiz 5 - Class application activity 3 due - Lesson Planning Assignment Due (CA)
Week 7	- Functional Academics - Study Skills/Self-determination	Polloway & Patton, Ch. 12 & 15	- Quiz 6 - Evaluation of Evidence Based Practice due
Week 8	Evaluating Instruction	Collins & Lindstrom (2021) article (see syllabus for full citations)	- Quiz 7 - Class application activity 4 due

Online Resources		
Name	Website	Description
CAST	http://www.cast.org/	Provides resources for UDL
CPalms	http://www.cpalms.org/Public/	Lesson planning and standards resources
Florida Department of Exceptional Education	http://www.fldoe.org/ese/	The Bureau of Exceptional Education and Student Services administers programs for students with disabilities. Additionally, the bureau coordinates student services throughout the state and participates in multiple inter-agency efforts designed to strengthen the quality and variety of services available to students with special needs.
Florida Inclusion Network	http://www.floridainclusionnetwork.com/	The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.
IRIS Modules	http://iris.peabody.vanderbilt.edu/	Provides resources and training on various Special Education Topics
Project 10	http://www.project10.info/	Project 10: Transition Education Network is Florida's statewide discretionary project supporting the secondary transition of youth with disabilities.

Instructional Design in Special Education

Bibliography

Beech, M. (2010). Accommodations: Assisting Students with Disabilities. Tallahassee: Florida Department of Education.

Collins, A., & Lindstrom, E. (2021). Making sense of reading comprehension assessments: Guidance for evaluating student performance, *Intervention in School and Clinic, 57*(1), 23-31. https://doi.org/10.1177/1053451221994806

Deshler, D., & Schumaker, J. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum.* 4th ed. California: Corwin.

Houston, D., & Beech, M. (2002). *Designing lessons for the diverse classroom: A handbook for teachers.* Tallahassee, FL: Florida Department of Education.

Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice.* Wakefield, MA: CAST Professional Publishing.

Polloway, E.A., and Patton, J.R. (2022). Strategies for Teaching Learners with Special Needs. Pearson. (12th edition). ISBN-13: 9780136883081

Vaughn, B. & Bos, C. (2015). *Strategies for Teaching Students with Learning and Behavior Problems.* New York: Pearson.

Zabala, J. (2005). Ready, SETT, go! Getting started with the SETT framework. *Closing the Gap: Computer Technology in Special Education and Rehabilitation,* (23)6, 1-3.

Appendix A: Critical Assignment Rubric

Appendix A: Critical Assignment Rubric: Lesson Planning

Students will choose one curriculum standard from general education (K-12) in a specific content area and include the corresponding Access Point. They will select and design an instructional plan for students with various levels of needs and disabilities. Specific components of the plan include utilizing a specific Florida content standard, designing an objective and assessment, as well as including components of explicit instruction (modeling, guided practice). The plan must include an evidence-based practice and must be utilized within the lesson plan.   (Objective 1, 2, 4, 7)

<table>
<tr><td colspan="6" align="center">EEX 6480
Instructional Design in Special Education</td></tr>
<tr>
<td></td>
<td align="center">Exemplary
(3 pts)</td>
<td align="center">Satisfactory
(2 pts)</td>
<td align="center">Emerging
(1 pt)</td>
<td align="center">Unsatisfactory
(0 pt)</td>
<td align="center">No Submission
(0 pt)</td>
</tr>
<tr>
<td>Curriculum Standard & Access Point <i>(CEC 2.1 ALC Critical Thinking)</i></td>
<td>Assignment clearly defines one specific curriculum standard from general education (K-12) from the current FL curriculum standards and includes a clearly aligned access point that aligns to the corresponding grade level the lesson is intended. A scope/sequence for the intended lesson is included in detail.</td>
<td>Assignment defines one specific curriculum standard from general education (K-12) from the current FL curriculum standards and includes a corresponding access point that aligns to the grade level intended.</td>
<td>Assignment includes a specific curriculum standard from the current (K-12) current FL curriculum standards and the access point may not be clearly aligned to the standard chosen.</td>
<td>Assignment is: missing a significant part of the requirements such as not having a clear standard, access point, and/or grade level chosen. The alignment across the components is unclear or missing.</td>
<td>Did not attempt/include this section; and, or failed to submit/submit on time.</td>
</tr>
<tr>
<td>Selection of Evidence Based Practice <i>(CEC 2.2, 2.3 ALC Critical Thinking)</i></td>
<td>Assignment identifies an evidence-based practice, as recognized by CEC or IES, with supporting</td>
<td>Assignment identifies an evidence-based practice as recognized by CEC or IES, at least one study citation is</td>
<td>Assignment identifies an evidence-based practice, but citations are not provided and it is not clear the</td>
<td>Assignment is: missing significant content as described in the Satisfactory</td>
<td>Did not attempt/include this section; and, or failed to</td>
</tr>
</table>

Instructional Design in Special Education

	EEX 6480 **Instructional Design in Special Education**				
	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
	documentation (study citations) provided. The practice clearly aligns to the curriculum standard.	provided. The practice aligns to the curriculum standard.	practice aligns to the standard.	column; not in the required format; and/or, not clearly written.	submit/submit on time.
Instructional Lesson Plan *(CEC 5.1 ALC Critical Thinking)*	Instructional lesson plan has a clearly defined objective, assessment, and includes a through modeling and guided practice component. Assessment is included and has multiple options based on UDL guidelines.	Instructional lesson plan has a clearly defined objective, assessment, and includes a through modeling and guided practice component. Assessment is included.	Instructional lesson plan has a clearly defined objective, and assessment. Several components are not well developed and the assessment is not included.	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 *strictly* adhere to the most	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings *mostly* adhere to the most	Paper is typed, double-spaced, utilize Times New Roman font, and 1" margins; title page, in-text citations, reference (page), and headings *loosely* adhere to the most	Paper is *NOT* typed, double-spaced, utilize Times New Roman font, or 1" margins; title page, in-text citations, reference (page), and headings	Did not attempt/include this section; and, or failed to submit/submit on time.

Instructional Design in Special Education

	Exemplary (3 pts)	Satisfactory (2 pts)	Emerging (1 pt)	Unsatisfactory (0 pt)	No Submission (0 pt)
EEX 6480 **Instructional Design in Special Education**					
	recent APA guidelines; and/or contains no more than 1 writing error per page.	recent APA guidelines; and/or no more than 2 writing errors per page.	recent APA guidelines; and/or no more than 3 writing errors per page.	*do not* adhere to/reflect the most recent APA guidelines; and/or contains 4 or more writing errors per page.	

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 2: Content Knowledge: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Indicators:

2.1 Special education specialists align educational standards to   provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

2.2   Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3   Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Standard 4 Research and Inquiry: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Indicators:

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

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.

Key Indicators:

5.1   Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2   Special education specialists support and use linguistically and culturally responsive practices.

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.
- Critical Thinking: Analytic, creative, and practical skills

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

FAU

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/

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,

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

FAU

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