FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department Special Education

College Education

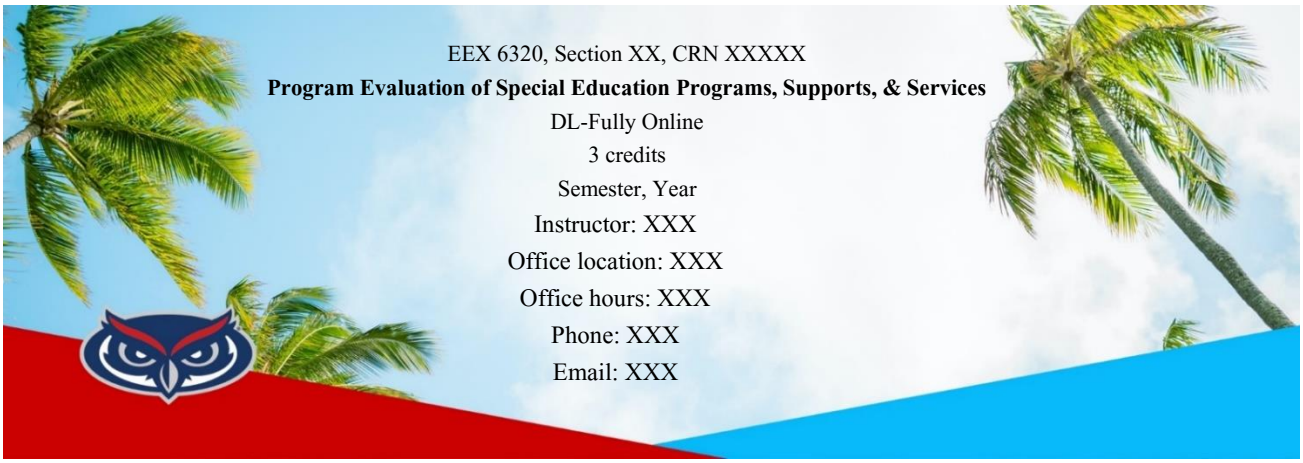
*(To obtain a course number, contact **erudolph@fau.edu**)*

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

Prefix EEX **Number** 6320	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Program Evaluation of Special Education Programs, Supports, & Services
Credits *(See Definition of a Credit Hour)* 3 **Effective Date** *(TERM & YEAR)* Spring 2023	**Grading** *(Select One Option)* **Regular** ◉ **Sat/UnSat** ○	**Course Description** *(Syllabus must be attached; see Template and Guidelines)* This course addresses program evaluation for systems, programs, and services to enhance the lives of individuals with exceptionalities. The course will emphasize developing a methodology for continuous progress monitoring and improvement of the implementation of evidence-based practices and structures as a part of the process of program proposal development and evaluation.	
Prerequisites EEX 2010 or EEX 2091 or EEX 5051, or equivalent at advisor discretion. ***Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.***		**Academic Service Learning (ASL) course** ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form. **Corequisites** NA	**Registration Controls** *(For example, Major, College, Level)* NA
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		**List textbook information in syllabus or here** Giancola, S.P. (2021). Program evaluation: Embedding evaluation into program design and development. Sage Publications, Inc. ISBN:978-1-5063-5744-7	
Faculty Contact/Email/Phone Lisa Finnegan/Lfinnegan@fau.edu561-297-3284		**List/Attach comments from departments affected by new course** Dept. of Public Affairs has no conflict. See attached email.	

Approved by	***Date***
Department Chair R. Rousseau	10/11/2022
College Curriculum Chair Paul R. Poluso	10/25/2022
College Dean	10/26/2022
UGPC Chair	
UGC Chair	
Graduate College Dean	
UFS President	
Provost	

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



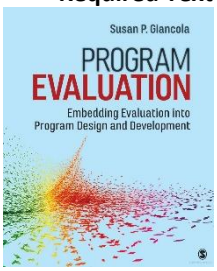
Couse description This course addresses program evaluation for systems, programs, and services to enhance the lives of individuals with exceptionalities. The course will emphasize developing a methodology for continuous progress monitoring and improvement of the implementation of evidence-based practices and structures as a part of the process of program proposal development and evaluation.

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



Giancola, S.P. (2021). Program evaluation: Embedding evaluation into program design and development. Sage Publications, Inc.
ISBN:978-1-5063-5744-7

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.

Rohanna, K. (2022). Extending evaluation capacity building theory to improvement science networks. *American Journal of Evaluation, 43*(1), 46-65. https://doi.org/10.1177/1098214020963189

Supovitz, J.A. (2005). Systemic education evaluation: Evaluating the impact of systemwide reform in education. *American Journal of Evaluation, 26*(2), 420–436. https://doi.org/10.1177/1098214005276286

The following resource is available through the Office of Special Education Programs (OSEP)

Lammert, J. D., Heinemeier, S., Schaaf, J.M., Fiore, T.A., & Howell, B. (2016). *Evaluation special education programs: Resource Toolkit*. Westat

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

Required 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 Course objectives are to be linked to the standards and indicated in parentheses following each objective;

1. Identify and describe various theories and models of program planning, assessment, and research based on and including the standards of program evaluation. (CEC 3.3, 4.1)
2. Utilize content knowledge, critical thinking, and implementation skills in developing and implementing program planning, implementation, and evaluation at multiple levels: systems (state or district), programs (district and schoolwide), supports and services (classroom). (CEC 3.1, 3.3, 3.4, 4.1, 4.2)
3. Apply knowledge and understanding of cultural, linguistic, social, economic diversity and individual learner differences to inform decision-making in the development and improvement of programs, supports, and services for individuals with exceptionalities. (ALC DEI); (CEC 3.2)
4. Identify and apply knowledge of theories, evidence-based practices, and relevant laws to advocate for the development, implementation and assessment of programs, supports, and services for individuals with exceptionalities and other learning differences. (CEC 3.3)
5. Plan with and for the utilization of instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. (CEC 3.4)

6. Demonstrate ability to design and build an environment that is supportive of continuous instructional improvement. (CEC 3.1, 4.3)
7. Review, reflect upon, and disseminate evaluated progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities to newly developing and master level special educators. (ALC Communication); (CEC 6.4, 6.5)

Course Requirements. Course assignments are to be linked to the course objectives and indicted in parentheses following each objective. Assignment weight should also be indicated in parentheses;

Readings and Guided Notes (20% of course grade)
Readings should be done each week. A guided notes handout will accompany each chapter. Guided notes will be uploaded to Canvas weekly. (Objective 1 & 2)

Quizzes (20% of course grade)
Student will complete three quizzes based on the readings. Readings include textbook and other required readings as indicated in the syllabus. Quizzes will consist of multiple choice and true/false responses. (Objectives 1 & 2)

Weekly Journal Prompt (25% of course grade)
Each week students will respond to their choice of two journal prompts based on the readings. Reading must be done in preparation of answering the journal prompt. Connections to the course connect should be made within the response. A total of five journal responses are required. (Objectives 1, 2, & 3)

Monograph Guided Discussion Activity (15% of course grade)
Students will be placed in course-constructed groups to discuss the monograph companion book to *Good to Great and the Social Sectors*. Each group will respond to pre-set questions. Group members will rotate taking a lead role in question discussion and will prepare a written response based on group input. Responses will be collated and each member of the group will submit responses to all questions. Collaborative note-taking and writing tools such as Google forms is one suggestion for created a completed assignment. (Objectives 2 & 3)

Program Design & Evaluation Project (CRITICAL ASSIGNMENT) (20% of course grade)
Through the course students will complete components of an evaluation of a project. Due to the nature of the project it is important for students to identify an educational or behavioral program (reading, mathematics, social emotional learning, PBIS) supporting diverse students with exceptionalities in various learning environments within the first two weeks of the course. Components of the plan will include an overview of the program with strategies and activities, draft of a logic model, program theory, one evaluation question per logic model component, proposed evaluation design, and evaluation matrix. A video pre-recorded presentation of your project will be uploaded to Canvas and you will be assigned one or two peers to provide feedback based on specific criteria for improvement. (Objectives 1, 2, 3, 4, 5, 6 & 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.

Course Evaluation Method & Grading Scale.

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

- Guided chapter notes
- Summative quizzes
- Student responses to journal prompts.
- Participation and connections to course content during discussions of monograph
- Detail and course connections of the program design project

Assignment	Point value	Percentage Weight
Readings and Guided Notes	30 pts	20%
Quizzes (3 @ 15 pts each)	45 pts	20%
Weekly Journal Prompt 5 pts per journal topic	25 pts	25%
Monograph Guided Discussion Activity	25 pts	15%
Program Design Project Critical Assignment	60 pts	20%
TOTALS	**170 pts**	**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. 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.

Course Topical Outline

Week	Date	Topics Covered	Readings	Assignment
1		**Evaluation Matters**; Introduction to Program Evaluation; Embedded Evaluation & History of Evaluation	Read Giancola Chapters 1 and	Guided Notes for chapters 1 & 2 Journal Prompt Response
2		**Evaluation Ethics, Ideologies and Approaches**; IRB; Guiding Principles and Competencies and Design, Role, and Methods Calibrators	Read Giancola Chapters 3 and 4	Guided Notes for chapters 3 & 4 Quiz 1: Ch 1-4 Journal Prompt Response Identify a Program in School district that supports diverse

				individuals with disabilities
3		**Defining a Program:** Understanding the Program; Program Theory and Modeling the Program Logic Modeling **Monograph Discussion**	Read Giancola Chapter 5 and 6 Read Good to Great and the Social Sectors: A monograph to accompany *Good to Great*	Guided Notes for chapters 5 & 6 Journal Prompt Response Discussion of Good to Great and the Social Sectors: A monograph to accompany *Good to Great*
4		**Developing a Program Plan:** Planning the Evaluation; Creating Evaluation Questions; Developing Measures and Planning Data Collection; Creating an Evaluation Matrix; Indicators and Targets	Read Giancola Chapter 7 and 8 Read Rohanna, K. (2022). (See full citation in the *Additional required Readings* Section of this syllabus).	Guided Notes for chapters 7 & 8 Quiz 2: Ch 5-8 Journal Prompt Response
5		**Implementing a Program Plan**: Implementing the Evaluation; Consent Forms; Survey Design; Focus Group Planning; Analyzing the Data; Quantitative Data Analysis; Qualitative Data Analysis	Read Giancola Chapter 9 & 10 Read Supovitz, J.A. (2005) (See full citation in the *Additional Readings* Section of this syllabus).	Guided Notes for chapters 9 & 10 Journal Prompt Response
6		**Interpreting and Reporting Program Findings and Developing Improvement**: Findings; Communicating Findings; Special Topics;	Read Giancola Chapter 11 & 12	Guided Notes for chapters 11 & 12 Quiz 3: Ch 9-12
7		**Presentations**	Pre-recorded video Presentation of individual program evaluation projects	Upload Presentation
8		**Presentations feedback**	Provide feedback to assigned individual program evaluation projects.	Provide to Designated Peer(s)

[2]This is a tentative schedule and serves only as an approximate guideline for course topic.

Bibliography

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Fullan, M. (2005). *Leadership & sustainability: System thinkers in action*. Corwin Press.

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Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading.* Harvard Business School Press.

Holheidi, L. (2013). *Inclusive design: Building educator evaluation systems that support students with disabilities.* Washington, DC: American Institutes of Research

Killion, J. (2008). *Assessing impact (2nd ed.).* Corwin Press.

Lipsey, M. W., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. A., et al. (2012). *Translating the statistical representation of the effects of education interventions into more readily interpretable forms* (NCSER 2013-3000). Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved from: http://ies.ed.gov/ncser/pubs/20133000/pdf/20133000.pdf

Little, M. (2009). *Response to Intervention for teachers: Classroom instructional problem solving*. Love publications.

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Oren, T., & Ogletree, B. T. (2000). Program evaluation in classrooms for students with autism: Student outcomes and program processes. *Focus on Autism and Other Developmental Disabilities, 15*(3)*,* 170-175. https://doi.org/10.1177/108835760001500308

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Appendix A: Critical Assignment Rubric

Program Design & Evaluation Project (Critical Assignment) ____/60 pts

Through the course students will complete components of an evaluation of a project. Due to the nature of the project it is important for students to identify an educational or behavioral program (reading, mathematics, social-emotional learning, social skills etc.,) implemented in your school, classroom, district, community, or agency designed to support diverse students with exceptionalities in various learning environments within the first two weeks of the course. Components of the plan will include an overview of the program with strategies and activities, draft of a logic model, program theory, one evaluation question per logic model component, proposed evaluation design, and evaluation matrix. A recorded presentation of your project will be uploaded to Canvas and you will be assigned one or two peers to provide feedback based on specific criteria for improvement. (Objectives 1, 2, 3, 4, 5, 6 & 7)

EEX 6320 Program Design & Evaluation Project					
	Exemplary (3 pts)	**Satisfactory (2 pts)**	**Emerging (1 pt)**	**Unsatisfactory (0 pt)**	**No Submission (0 pt)**
Program Narrative *(CEC 3.2; ALC Content and DEI)* **10% of total points** **6 pts**	Submission clearly and succinctly includes program name, history, and explains why the program was developed, individuals served by the program, who developed the program and how the program aligns with the needs of diverse individuals and promotes equity, the primary and secondary goals of the program, and a detailed explanation of the activities or strategies of the program.	Submission clearly and includes program name, history, and explains why the program was developed, individuals served by the program, who developed the program and how the program aligns with the needs of diverse individuals and promotes equity, the primary goals of the program, and an explanation of the activities or strategies of the program.	Submission identifies the program name, provides a brief history and explanation of why the program was developed, some of the goals of the program, as well as activities or strategies	Submission is: missing significant elements 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.

EEX 6320 Program Design & Evaluation Project					
	Exemplary (3 pts)	**Satisfactory (2 pts)**	**Emerging (1 pt)**	**Unsatisfactory (0 pt)**	**No Submission (0 pt)**
Logic Model *(CEC 3.1; ALC Communication)* **20% of total points** **12 pts**	Submission includes the creation of a complete Logic model description and visual. The model includes between five to seven strategies, connecting to long term, short and intermediate term goals. Links from all strategies to goals are clearly and accurately delineated.	Submission includes the creation of a complete Logic model description and visual. The model includes between three to four strategies, connecting to long term, short and intermediate term goals. Links from all strategies to goals are delineated.	Submission includes the creation of a partially complete Logic model description and/or visual. The model includes two or fewer strategies, connecting to long term or short or intermediate term goals. Links from all strategies to goals are somewhat delineated.	Submission is: missing significant elements of the Logic model 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.
Program Theory *(CEC 3.1, 3.); (ALC DEI)* **20% of total points** **12 pts**	Submission clearly and comprehensively identifies and explains the theory linking to each strategy supported with connections to the course content. Explanations of theory will include two or more considerations for diverse student populations and providing equitable outcomes for all. Contextual conditions	Submission clearly identifies and explains the theory linking to each strategy supported with connections to the course content. Explanations of theory will include at least one consideration for diverse student populations and providing equitable outcomes for all. Contextual conditions address infrastructure	Submission overall identifies and explains the theory linking to each strategy supported with some connections to the course content. Explanations of theory will may lack consideration for diverse student populations and providing equitable outcomes for all. Minimal contextual conditions address	Submission is: missing significant elements 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.

EEX 6320 Program Design & Evaluation Project					
	Exemplary (3 pts)	**Satisfactory (2 pts)**	**Emerging (1 pt)**	**Unsatisfactory (0 pt)**	**No Submission (0 pt)**
	clearly address infrastructure and training needs for the program as well as funding.	and training needs for the program as well as funding., then and now.	infrastructure and training needs for the program as well as funding		
Evaluation Design & Matrix *(CEC 3.1,3.2, 3.3, 3.4,3.5) (ALC DEI)* **30% of total points** **18 pts**	Submission concisely identifies and explains the evaluation approaches including who developed the approach and how it will be implemented. Evaluation design will be explained to include strengths, weaknesses, and threats to validity. The plan will indicate number groups, subjects, and demographics expanding on how a diverse demographic will be recruited. Two or more enrichments are to be provided to improve the program. Matrix clearly and accurately aligns with logic model. Every	Submission identifies and explains the evaluation approaches including who developed the approach and how it will be implemented. Evaluation design will be explained to include strengths, weaknesses, and threats to validity. The plan will indicate number groups, subjects, and demographics expanding on how a diverse demographic will be recruited. At least one enrichment is to be provided to enhance the design are provided. Matrix aligns with logic model. Every strategy	Submission identifies and explains the evaluation approaches generally. Evaluation design will include strengths, weaknesses, and threats to validity. The plan will indicate number groups, subjects, and demographics. An enrichment is to be provided to enhance the design are provided. Matrix aligns with logic model. Most strategies in the logic model have one question. Most long, short and intermediate goal will have an open-ended and measurable	Submission is: missing significant elements 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.

EEX 6320 Program Design & Evaluation Project					
	Exemplary (3 pts)	**Satisfactory (2 pts)**	**Emerging (1 pt)**	**Unsatisfactory (0 pt)**	**No Submission (0 pt)**
	strategy in the logic model will have a minimum one question with some having more than one. Each long, short and intermediate goal has an open-ended and measurable question to support improvement.	in the logic model will have a minimum one question. Each long, short and intermediate goal will have an open-ended and measurable question to support improvement.	question to support improvement.		
Evaluation Presentation & Peer Feedback *(CEC 6.4, 6.5); ALC Content and DEI)* **15% total points** **9**	Submission includes video recorded presentation of program overview, theory, logic model, evaluation design and matrix in a cohesive and rehearsed video recorded presentation with closed captioning or included text of presentation. Peer feedback is comprised of reflections and actionable comments for each section of the matrix that support improvement of program evaluated	Submission includes video recorded presentation of program overview, theory, logic model, evaluation design and matrix in a rehearsed video recorded presentation. Peer feedback is comprised of reflections and actionable comments for most sections of the matrix that support improvement of program evaluated supported by evidence for course content.	Submission includes video recorded presentation of program overview, theory, logic model, evaluation design and matrix however presentation indicates lack of rehearsal and cohesiveness. Peer feedback is comprised of reflections and comments for some sections of the matrix that lack actionable items for improvement.	Submission is: missing significant elements 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.

EEX 6320 Program Design & Evaluation Project					
	Exemplary (3 pts)	**Satisfactory (2 pts)**	**Emerging (1 pt)**	**Unsatisfactory (0 pt)**	**No Submission (0 pt)**
	supported by evidence for course content. .				
Mechanics **5% of total points** **3 pts**	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 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 *mostly* 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 *loosely* adhere to the most recent APA guidelines; and/or no more than 3 writing errors per page.	Paper is *NOT* typed, double-spaced, utilize Times New Roman font, or 1" margins; title page, in-text citations, reference (page), and headings *do not* 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.
Note:					

Appendix A.1: Critical Assignment Guidelines

Use this guideline to assist you in the development of your program evaluation of an academic or behavioral program implemented in your school, district, classroom, community or agency.

Program Component and Description	**Comments/ Notes:**
1. Program narrative. Include program name, program's history and why the program was developed, who is served by the program, who developed the program, the primary goals, secondary or other goals, strategies and activities (3-7). (1-2 written pages)	
2. Logic Model – Headings for strategies, early and intermediate objectives, and long-term goals. Strategies identified using rounded rectangles (3-7 strategies should be noted. Early and intermediate objectives are represented in rectangles and worded as outcomes. Long term goals identified using ovals and worded as outcomes. All strategies need to link to long term goal. Arrows representing theory are accurate.	
3. Program Theory – Theory linking each strategy to long-term goals clearly identified with bullet points or are numbered. Long term goals worded as outcomes, clearly identified and distinguished (bold or underlined). Strategies are clearly identified with bolding or underling. All strategies lead to a long-term goal. The first objective for each strategy addresses the opportunity for the strategy to be successful. Theory has at least two early/intermediate objectives between activity and long-term goal. Theory is well thought out and logical. Contextual conditions address infrastructure and training necessary for program. Contextual conditions address both program and evaluation funding	
4. Evaluation Design & Matrix --Create an evaluation design for your program, as well as identify and explain the evaluation approaches that will be used. Clearly explains evaluation approach(es), including who developed and how evaluation approach(es) will be implemented within the evaluation. Explains strengths and weaknesses of design, including threats to validity and feasibility of	

the program. Clearly indicates the number of groups, the number of subjects, and demographics of subjects. Clearly indicates the length of the study. At least one additional method is provided to enrich the evaluation design. Matrix includes name of program at top, includes proper column headings, rows are grouped correctly by logic model component type (strategies, objectives, goals). Each model component has a separate row in the matrix and every model component is included in the matrix (once). Every model component has at least one question, strategy questions are open-ended and measurable, strategy questions address implementation, early and intermediate objectives questions are open-ended and measurable, Early and intermediate objectives questions address corresponding model component, Long-term goal questions are open-ended and measurable and address corresponding model component	
5. Video record presentation sharing all components. Upload presentation	
6. View assigned peer presentation and provide feedback using assignment rubric and guidelines determine improvement of program. Video record feedback and share with peer.	

Appendix B: Guidelines Used in Developing Course Objectives

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 3: Programs, Services, and Outcomes:** 3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
    - 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities
    - 3.2 Special education specialists use understanding of cultural, social, and economic diversity individual learners differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
    - 3.3 Special education specialists apply knowledge of theories, evidence-based practice, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities
    - 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
    - 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

- **Standard 4: Research and Inquiry**: 4.0: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
    - 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
    - 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry

- **Standard 6 Professional and Ethical Practice: 6.0 S**pecial 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
    - 6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.
    - 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

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:
Communication: Written, oral, team/collaborative, and other forms of communication.
Diversity, Equity and Inclusion (DEI): Perspective taking, cultural knowledge and self-awareness, personal and social

~END~

Rangasamy Ramasamy

From: Alka Sapat
Sent: Tuesday, October 11, 2022 3:32 PM
To: Rangasamy Ramasamy
Cc: Charles Dukes; Lisa Finnegan
Subject: RE: Proposed Graduate Program Changes

Dear Dr. Ramasamy,
Thanks for sending. My faculty and I reviewed the proposed syllabus.

Since this courses focuses particularly on program evaluation in special ed., it does not present a conflict. It could be an opportunity for our students and we'll recommend it to students who have a special interest in this area.

Best,
Alka

Alka Sapat,
Director and Professor,
School of Public Administration,
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University,
Social Sciences Building, Room 301 B
777 Glades Road
Boca Raton, FL 33431-0991
Phone: 561-297-2330
E-mail: asapat@fau.edu

Pronouns: *she, her, hers*

From: Rangasamy Ramasamy
Sent: Monday, October 10, 2022 10:33 AM
To: Alka Sapat <asapat@fau.edu>
Cc: Charles Dukes <cdukes@fau.edu>; Lisa Finnegan <lfinnegan@fau.edu>
Subject: Proposed Graduate Program Changes

Dear Dr. Alka Sapat,

The Department of Special Education is in the process of revamping the Master's Degree in Exceptional Student Education. We have made changes to our admission criteria, and are now in the process of revising the degree delivery format and coursework to reflect updated standards and delivery mode. The revised degree will be offered completely online and the professional standards with which much of our program is aligned have been updated.

This has necessitated the creation of a course called EEX – 6320 Program Evaluation of Special Education Programs, Supports, and Services. During the recent university GPC meeting, a representative from your

Department of Public Affairs notified Dr. Paul Peluso, Senior Associate Dean, College of Education that you have a Program Evaluation course (PAD 6327), and while the representative didn't think that it would be a problem, he recommended that I consult with you, the chair, and get an email saying that there was no conflict. The syllabus for our course is attached for your review. Please indicate if there are any conflicts with your PAD 6327 course. 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:

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

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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
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,

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

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