

 FLORIDA ATLANTIC UNIVERSITY	NEW/CHANGE PROGRAM REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ Banner _____ Catalog _____
	Department Special Education College Education		
Program Name M.Ed. Exceptional Student Education		<input type="checkbox"/> New Program* <input checked="" type="checkbox"/> Change Program*	Effective Date (TERM & YEAR) Spring 2023
<p>Please explain the requested change(s) and offer rationale below or on an attachment.</p> <p>The Department of Special education has re-designed its' M.Ed. in Exceptional Student Education degree by streamlining offerings for a fully on-line degree program, consisting of 36-42 credits, to be completed in 16-24 months. As such, in addition to the three course changes previously reviewed the following changes are requested:</p> <p>Revise one existing course, EEX 6515 Special Education Policy and Leadership Issues, to reflect new professional standards, new title, and on-line, fast-track delivery. New title is Special Education Leadership, Policy, and Ethics.</p> <p>Offer new course as part of core EEX 6320 Program Evaluation of Special Education Programs, Supports, and Services to meet new standards and offered as on-line, fast track delivery .</p> <p>*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.</p>			
Faculty Contact/Email/Phone Dr. Rangasamy Ramasamy/ RRAMASAM@fau.edu/561-297-3281		Consult and list departments that may be affected by the change(s) and attach documentation UGPC requested to confirm no conflict for EEX 6320 Program Evaluation. Dept of Public Affairs has no conflict. See attached email	
Approved by Department Chair <u>R. Ramasamy</u> College Curriculum Chair <u>Paul R. Peluso</u> College Dean <u>[Signature]</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date <u>10/11/2022</u> <u>10/25/2022</u> <u>10/25/2022</u> _____ _____ _____ _____	

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

Department of Special Education Catalog Language for Proposed Courses presented in the September and October GPC meetings

This section of the Preliminary 2023-2024 University Catalog includes revisions received after the 2022-2023 catalog's publish date of June 1, 2022. Revisions are noted in red. Exceptional Student Education (Changes effective fall 2022.) <https://www.fau.edu/academic/registrar/PREcatalog/AcadPrograms.php>

Master of Education (M.Ed.)

The master's program includes coursework and supervised experiences for new special educators and various specializations for experienced special educators. The department also offers graduate courses leading to certification or endorsement in applied behavior analysis, prekindergarten disabilities, gifted education, autism and as an Infant/Toddler Development Specialist. ~~Students with undergraduate degrees in fields other than exceptional student education will enroll in the Instructional Practices in Exceptional Student Education area of study.~~

Admission Requirements

1. The student must meet College and University requirements.
2. An undergraduate Grade Point Average (GPA) of at least ~~2.5~~ **3.0** or **one letter of recommendation from an employer in an education-related field or current/former university instructor.**
3. **Personal statement not exceeding three double-spaced pages, indicating applicant's reasons for pursuing a master's degree and career goals.** ~~Minimum Graduate Record Exam (GRE) scores of 148 (verbal), 144 (quantitative), 3 (analytical writing). For applicants using the MAT, a score in the 50th percentile may be used in lieu of the GRE.~~
4. **Initial or temporary teaching certification when entering the program. Note: Students applying for the ABA specialization are exempt from teaching certification requirement.**

Admission to Candidacy

See Admission to Candidacy heading listed under Master's Degree Program Information.

Degree Requirements

1. The student must meet College and University requirements.
2. The student must earn grades of "B" or higher in all ESE courses in the program and will be required to repeat any course in which a grade of less than "B" is earned. (A course can be repeated only once.)
3. Students in the Instructional Practices in the Exceptional Student Education area of study must successfully complete a comprehensive internship prior to graduation. Applications must be completed the fall or spring semester prior to registering for the internship.
4. The student must complete a minimum of 36 credits in the program.

Total of 36-41 credits depending on area of specialization		
Core Courses - 18 credits		
Educational Research	EDF 6481	3
Collaboration and Consultation Skills for Educators	EEX 5622	3
Seminar in Special Education	EEX 6027	3
Transition Planning for Individuals with Disabilities	EEX 6065	3
Cognitive and Metacognitive Learning Strategies	EEX 6259	3

Educational Statistics	STA 6113	3
Additional Requirement - 3 credits (Select one of three options)		
Graduate Internship in Special Education	EEX 6863	3 or
Thesis	EEX 6971	1- 3 or
Field Project in Exceptional Student Education	EEX 6942	1-3
Specializations - 15 - 20 credits		
Instructional Practices - 20 credits		
Applied Behavior Analysis	EEX 5612	3
Observation and Participation	EEX 5841	1
Language and Students with Disabilities	EEX 6121	3
Assessment and Evaluation of Students with Disabilities	EEX 6225	3
Program Design in Special Education	EEX 6247	3
Instructional Design in Special Education	EEX 6480	3
Graduate Teaching Practicum	EEX 6849	1
Graduate Internship in Special Education (in addition to 3 credits in Additional Requirement)	EEX 6863	3
Gifted Education - 15 credits		
Educating Special Populations of Gifted Learners	EGI 5246	3
Theories and Characteristics of Gifted Learners	EGI 5302	3
Theory and Development of Creativity	EGI 5305	3
Designing Programs for Gifted Learners	EGI 6235	3
Guidance and Counseling of Gifted Students	SDS 6426	3
Early Childhood - 15 credits		
Survey and Assessment in Early Childhood Special Education	EEX 5015	3
Atypical Development Early Childhood Exceptional Student Education	EEX 5017	3
Methods in Early Childhood Special Education	EEX 5245	3
Family and Community Resources in Early Childhood Special Education	EEX 5755	3
Early Intervention Services	EEX 6707	3
Autism Spectrum Disorders - 15 credits		

Applied Behavior Analysis	EEX 5612	3
Nature and Characteristics of Autism Spectrum Disorders	EEX 6095	3
Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders	EEX 6210	3
Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders	EEX 6298	3
Behavior Change and Management Strategies	EEX 6602	3
Reading - 15 credits		
Developmental Reading	RED 6351	3
Teaching Reading in Secondary and Middle School	RED 6361	3
Reading Diagnosis	RED 6546	3
Remedial Reading	RED 6548	3
<i>Select an additional 3 credits at the 5000, 6000 or 7000 level from the departments of Special Education and Curriculum and Instruction with approval of advisor.</i>		
Applied Behavior Analysis - 18 credits		
Applied Behavior Analysis	EEX 5612	3
Behavior Change and Management Strategies	EEX 6602	3
Behavior Analytic Teaching	EEX 6609	3
Behavior Assessment and Intervention Selection	EEX 6615	3
Ethics in Applied Behavior Analysis	EEX 6747	3
Advanced Applied Behavior Analysis	EEX 7618	3
Professional Development - 15 credits		
Special Education Policy and Leadership Issues	EEX 6515	3
Assistive Technology for Educators	EEX 6766	3
<i>Select an additional 3 courses (9 credits) at the 5000, 6000 or 7000 level from the departments of Special Education, Curriculum and Instruction or Psychology with approval of advisor.</i>		

Exceptional Student Education (Changes proposed for spring 2023.)

Master of Education (M.Ed.)

The master's program includes coursework and supervised experiences for new special educators and various specializations for experienced special educators. The department also offers graduate courses leading to certification or endorsement in applied behavior analysis, prekindergarten disabilities, gifted education, autism and as an Infant/Toddler Development Specialist. ~~Students with undergraduate degrees in fields other than exceptional student education will enroll in the Instructional Practices in Exceptional Student Education area of study.~~

Admission Requirements

1. The student must meet College and University requirements.
2. An undergraduate Grade Point Average (GPA) of at least 3.0 or one letter of recommendation from an employer in an education-related field or current/former university instructor.
3. Personal statement not exceeding three double-spaced pages, indicating applicant's reasons for pursuing a master's degree and career goals.
4. Initial or temporary teaching certification when entering the program. Note: Students applying for the ABA specialization are exempt from teaching certification requirement.

Admission to Candidacy

See Admission to Candidacy heading listed under Master's Degree Program Information.

Degree Requirements

1. The student must meet College and University requirements.
2. The student must earn grades of "B" or higher in all ESE courses in the program and will be required to repeat any course in which a grade of less than "B" is earned. (A course can be repeated only once.)
3. Students in the Instructional Practices in the Exceptional Student Education area of study must successfully complete a comprehensive internship prior to graduation. Applications must be completed the fall or spring semester prior to registering for the internship.
4. The student must complete a minimum of 36 credits in the program.

Total of 36-41 credits depending on area of specialization		
Core Courses - 18 credits		
Educational Research	EDF 6481	3
Enhancing Collaborations and Consultation Skills for Educators between Schools, Communities, and Families of Students with Special Needs (Course Title change)	EEX 5622	3
Seminar in Special Education	EEX 6027	3
Transition Planning for Individuals with Disabilities	EEX 6065	3

Cognitive and Metacognitive Learning Strategies	EEX 6259	3
Educational Statistics	STA 6113	3
Program Evaluation of Special Education Programs, Supports, and Service (New Course to core)	EEX 6320	3
Additional Requirement - 3 credits (Select one of three options)		
Graduate Internship in Special Education	EEX 6863	3 or
Thesis	EEX 6971	1- 3 or
Field Project in Exceptional Student Education	EEX 6942	1-3
Specializations - 15 - 20 credits		
Instructional Practices - 20 credits		
Applied Behavior Analysis	EEX 5612	3
Observation and Participation	EEX 5841	1
Language and Students with Disabilities	EEX 6121	3
Assessment and Evaluation of Assessing Students with Disabilities (Course Title change)	EEX 6225	3
Program Design in Special Education	EEX 6247	3
Instructional Design in Special Education (Course Description modified to meet standards)	EEX 6480	3
Graduate Teaching Practicum	EEX 6849	1
Graduate Internship in Special Education (in addition to 3 credits in Additional Requirement)	EEX 6863	3
Gifted Education - 15 credits		

Educating Special Populations of Gifted Learners	EGI 5246	3
Theories and Characteristics of Gifted Learners	EGI 5302	3
Theory and Development of Creativity	EGI 5305	3
Designing Programs for Gifted Learners	EGI 6235	3
Guidance and Counseling of Gifted Students	SDS 6426	3
Early Childhood - 15 credits		
Survey and Assessment in Early Childhood Special Education	EEX 5015	3
Atypical Development Early Childhood Exceptional Student Education	EEX 5017	3
Methods in Early Childhood Special Education	EEX 5245	3
Family and Community Resources in Early Childhood Special Education	EEX 5755	3
Early Intervention Services	EEX 6707	3
Autism Spectrum Disorders - 15 credits		
Applied Behavior Analysis	EEX 5612	3
Nature and Characteristics of Autism Spectrum Disorders	EEX 6095	3
Diagnosis, Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders	EEX 6210	3
Intervention for Social, Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders	EEX 6298	3
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Developmental Reading	RED 6351	3

Teaching Reading in Secondary and Middle School	RED 6361	3
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<i>Select an additional 3 credits at the 5000, 6000 or 7000 level from the departments of Special Education and Curriculum and Instruction with approval of advisor.</i>		
Applied Behavior Analysis - 18 credits		
Applied Behavior Analysis	EEX 5612	3
Behavior Change and Management Strategies	EEX 6602	3
Behavior Analytic Teaching	EEX 6609	3
Behavior Assessment and Intervention Selection	EEX 6615	3
Ethics in Applied Behavior Analysis	EEX 6747	3
Advanced Applied Behavior Analysis	EEX 7618	3
Professional Development - 15 credits		
Special Education Leadership , Policy and Leadership Issues Ethics (Course Title change)	EEX 6515	3
Assistive Technology for Educators	EEX 6766	3
<i>Select an additional 3 courses (9 credits) at the 5000, 6000 or 7000 level from the departments of Special Education, Curriculum and Instruction or Psychology with approval of advisor.</i>		

Course Catalog Description Changes

Course Number	Current Catalog Description	Proposed Course Description to Meet New Standards
EEX 5622 (Revised title, description to meet new standards)	Collaboration and Consultation Skills for Educators (EEX 5622) 3 credits Course is designed to present school professionals with an overview of collaborative interaction skills and to provide opportunities to practice these skills in real and simulated settings. Course covers basic interpersonal communication skills, such as listening, speaking, effective problem solving, and conflict resolution.	Enhancing Collaborations between Schools, Communities, and Families of Students with Special Needs (EEX 5622) Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or equivalent at advisor discretion This course emphasizes the collaborative skills for special educators to create and maintain optimal working relationships with families with students with special needs, schools, communities, and related stakeholders. Various evidence-based practices or approaches will be discussed and applied to various course requirement.
EEX 6225 (Revised title, description to meet new standards)	Assessment and Evaluation of Students with Disabilities (EEX 6225) 3 credits <i>Prerequisite: EEX 5051 or permission of instructor</i> An advanced assessment course for the ESE teacher. The emphasis is on the use and interpretation of instruments and procedures available to the teacher.	Assessing Students with Disabilities (EEX 6225) 3 credits Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or equivalent at advisor discretion 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.
EEX 6480 (Revised title, description to meet new standards)	Instructional Design in Special Education (EEX 6480) 3 credits <i>Prerequisites: EEX 5841, EEX 6247</i> <i>Corequisite: EEX 6849</i> An intermediate course to help the learner understand methods of instructional design for students with disabilities. This course is paired with a one-credit graduate teaching practicum.	Instructional Design in Special Education (EEX 6480) 3 credits Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or equivalent at advisor discretion This course addresses the methods for special educators to use data and knowledge and specialized curricula to improve special education programs for students with exceptionalities using evidence-based practices and effective teaching strategies.
EEX 6515 (Revised title, description to meet new standards)	Special Education Policy and Leadership Issues (EEX 6515) 3 credits Course is designed to present school professionals with an overview of the special education leadership and policy issues as well as to examine the skills and knowledge required to supervise and lead high quality programs for students with disabilities.	Special Education Leadership, Policy, and Ethics (EEX 6515) 3 credits Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or equivalent at advisor discretion This course examines how the history of special education, legal policies, ethical standards, and emerging issues informs special education leadership. This course will also examine how advocacy and professional practice, guided by ethics, promotes advancement of the profession.

<p>EEX 6320 New course to meet updated standards</p>		<p>Program Evaluation of Special Education Programs, Supports, & Services Prerequisite: EEX 2010 or EEX 2091 or EEX 5051 or equivalent at advisor discretion</p> <p>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.</p>
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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
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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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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: 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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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

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
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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,

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