

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
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: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ 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: Change prerequisites/minimum grades to: Change corequisites to: 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:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 3/6/24 3/13/24 3/19/2024 _____ _____ _____ _____ _____	

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



Course Description

The course is designed to help doctoral students gain experience in preparing, delivering, and teaching an undergraduate course. Students work under the supervision of a faculty mentor, will coteach an undergraduate course in special education.

Instructional Method

This course is delivered [Mixed Online and Classroom \(Hybrid\)](#). Methods of instruction include question-and-answer periods, modeling, guided practice, and media presentations. Participants will also acquire knowledge and skills through discussions with department faculty, professional colleagues, and students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic, and language backgrounds.

Prerequisites/Corequisites

Admission to doctoral program in Special Education, or by permission of the instructor.

Required Texts/Readings

Barkley, E. F. & Major, C. H. (2020). Student engagement techniques (2nd ed.). Hoboken, NJ: Jossey-Bass. DOI 1978-1-119-68677-4

Supplementary/Recommended Readings

None

Required Technology/Software

Email: Your FAU email address will be used.

Computer: (Canvas©): All course materials are accessible via the Canvas platform

asynchronously. Specific file formats are accepted in Canvas, mainly the 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). The instructor cannot open assignments created using other programs (e.g., Google Docs, 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.

Competencies on Which This Seminar Is Based

Department of Special Education Doctoral Program Competency Areas (DSE-DC) (See Appendix A)

Content knowledge

- 2.1 Special education doctoral specialists will choose and critique general and specialized curricula to improve programs, supports, and services at the classroom, school, community, and system levels.
- 2.2 Special education doctoral specialists will compile in-depth knowledge of major issues involved in providing appropriate educational and related services for individuals with disabilities across settings.
- 2.3 Special education doctoral specialists will explain the major philosophy, goals, methodologies, and content from a culturally competent perspective using evidence-based models of cultural competence.
- 2.4 Special education doctoral specialists will compare, contrast, and critique outcomes for individuals with disabilities across the lifespan.

Course Objectives/Student Learning Outcomes

Successful students will...

1. Identify the roles and responsibilities of the course instructors.
2. Develop and assess self-knowledge, skills, and abilities in relation to job responsibilities of the course instructor (DSE-DC 2.1, 2.2, 2.3, 2.4).
3. Compare and contrast roles and responsibilities of course instructor differentiated by different instructional methods (e.g., mostly online-hybrid, mostly online-live lecture) (DSE-DC 2.1, 2.2, 2.3, 2.4).
4. Engage in problem solving and decision-making while planning, implementing, and evaluating course policies.
5. Develop, implement, and evaluate lecture techniques for delivering concepts in coursework (DSE-DC 2.1, 2.2, 2.3, 2.4).

Course Requirements

In addition to completing the assigned readings and participating in meetings with the faculty mentor course, students are also responsible for completing the

following ...

1. **Faculty mentor meetings.** Students are required to maintain a regular meeting schedule with the faculty mentor. Within the first week of the semester in which the internship takes place, students should establish a meeting schedule with faculty mentor to discuss course instructor roles and responsibilities. Students and faculty mentors should meet (in-person or virtually) approximately once a week over the entire semester (Course Objective (CO) CO 1, 2, 3).
 - a. Students will maintain a meeting log (provided by the faculty mentor). The log is to be maintained over the course of the semester. The faculty mentor will note student attendance at each meeting. To earn a satisfactory grade, the completed log will be submitted at the end of the semester.
2. **Textbook/resource review.** Students are required to obtain all course resources (textbook, online modules, journal articles) from the faculty mentor. Students are required to read and review the resources and then develop seven to 10 discussion topics (based on course content and information in the readings), one or two in-class or online activities per topic, and one or two assignments per topic. After identifying topics, activities, and assignments, students are required to meet with the faculty mentor to discuss the ideas with the faculty mentor (CO 4,5).
 - a. Students will prepare a document detailing seven to 10 discussion topics based on course content and course reading materials, at least one in-class or online activity, and at least one assignment connected to one discussion topic. The document should include citations (where applicable) and links to resources (where applicable). To earn a satisfactory grade, the document must be prepared and presented by the end of the first week of class.
3. **Simple Syllabus.** Students are required to read information about Simple Syllabus, watch an instructional video, or participate in one or more training sessions on the Simple Syllabus. (CO 1).
 - a. The faculty mentor and student will discuss Simple Syllabus in one of the first meetings of the semester. To earn a satisfactory grade, students should be able to articulate the basic function and process for using this tool.
4. **Center for Online and Continuing Education Activities.** Students are required to complete the following COCE trainings: Teaching online orientation, Teaching

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online pedagogy and practice, and fFex/online teaching orientation. Learn more about COCE here, <https://www.fau.edu/elearning/> (CO 1, 3).

- a. Students are required to complete all assigned COCE trainings. To earn a satisfactory grade, certificates of completion should be submitted to the faculty mentor by the end of week 12 of the semester.
5. **Instructional delivery.** Students are required to develop and deliver approximately half of the class lectures for in-person courses; or, approximately half of the course modules (instructional units) for virtual/asynchronous courses. Presentations will be recorded for feedback and reflection (CO 1,3).
 - a. The faculty and mentee will determine the total number of lessons to be delivered or modules facilitated (based on structure of the course). Faculty and mentors will discuss student performance at weekly scheduled meetings as needed. To earn a satisfactory grade, students must deliver the expected number of lessons or facilitate the expected number of modules by the last week of the semester.
6. **Assessment procedures.** Students are required to compare and contrast assessment procedures for one course assignment and then discuss advantages and disadvantages associated with different assessment procedures (CO 4).
 - a. The faculty mentor and student will identify at least one assignment (excluding the course critical assignment) for the student to review and revise. The student will identify ways to revise the assignment, while maintaining the intended content and purpose and then discuss advantages and disadvantages associated with different assessment procedures. To earn a satisfactory grade, the student should identify an assignment to revise by week three of the course and prepare an alternative assignment by week six of the course.

Course Evaluation Method

Satisfactory/Unsatisfactory (S/U)

Assessment

Students must satisfy all requirements as described above to earn a Satisfactory grade.

-Special Course Requirements

None

Course Policies

Policy on Makeup Tests, 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 that you are responsible for ensuring that assignments are fully submitted to Canvas. The Instructor will neither tolerate nor make concessions for “I thought I submitted it” or similar statements.

Late Work. You are encouraged to “work ahead” to complete assignments based on your 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. 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.”

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 the 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. A student’s ability to cooperate and collaborate with colleagues and faculty in this course also demonstrates professionalism.

In addition, some information in this course will be sensitive by nature, so it is important that students demonstrate ethical behavior in the application of concepts and skills learned. Although no point value is 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.

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/.

Sexual Misconduct Policy

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they

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are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources, including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

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](#).

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 www.fau.edu/counseling/

Course Topical Outline

This is a 3-credit course, totaling 45 contact hours.

Session Day/date	Discussion Topic	Activity	Assignment due dates
TBD	Faculty mentor meetings	Develop day/time/format for faculty mentor/student meetings.	TBD
TBD	Textbook/resource review	Discuss document detailing seven to 10 discussion topics based on course content and	TBD

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Session Day/date	Discussion Topic	Activity	Assignment due dates
		course reading materials, in-class or online activity, and assignment connected to one discussion topic	
TBD	Simple Syllabus	Faculty mentor/student discussion about Simple Syllabus.	TBD
TBD	Center for Online and Continuing Education Activities	Faculty mentor/student discussion about COCE experience and student presentation of completion certificates.	TBD
TBD	Instructional Delivery	Faculty mentor/student discussion about schedule for delivering instruction or facilitating course modules.	TBD
TBD	Assessment Procedures	Faculty mentor/student discussion about alternative assessment procedure.	TBD

APPENDIX A

Department of Special Education Doctoral Program Competency Areas

The competency areas reflected in the Department of Special Education Doctoral Program Curriculum Map are derived from Council for Exceptional Children (CEC) Advanced Preparation standards and the Department of Special Education. The competency areas are reflected in the program core, research/statistics, seminars, and internship/residency courses.

▪ 1.0 Assessment

- 1.1 Special education doctoral specialists will determine and facilitate the selection and implementation of valid and reliable assessment practices to minimize bias.
- 1.2 Special education doctoral specialists will appraise specialized instructional approaches in terms of theoretical foundations, practical applications, and efficacy research.
- 1.3 Special education doctoral specialists will provide leadership and staff training in the adaption and modification of existing curricula to respond to individualized educational programs and cultural diversity.
- 1.4 Special education doctoral specialists will conceptualize the planning, formulation, implementation, and assessment of general and special education programs in rural, suburban, and urban areas.

▪ 2.0 Content knowledge

- 2.1 Special education doctoral specialists will choose and critique general and specialized curricula to improve programs, supports, and services at the classroom, school, community, and system levels.
- 2.2 Special education doctoral specialists will compile in-depth knowledge of major issues involved in providing appropriate educational and related services for individuals with disabilities across settings.
- 2.3 Special education doctoral specialists will explain the major philosophy, goals, methodologies, and content from a culturally competent perspective using evidence-based models of cultural competence.
- 2.4 Special education doctoral specialists will compare, contrast, and critique outcomes for individuals with disabilities across the life span.

▪ 3.0 Program, services, and outcomes

- 3.1 Special education doctoral specialists will facilitate continuous improvement of general and special education programs, supports, and

services at the classroom, school, and system levels for individuals with disabilities.

- 3.2 Special education doctoral specialists will develop and implement curriculum development, instructional strategies, administrative and instructional technology in general and special education.
- 3.3 Special education doctoral specialists will manage the process to take evidence-based interventions to scale.
- 3.4 Special education doctoral specialists will develop and evaluate a broad range of learning experiences for individuals with disabilities.
- **4.0 Research and inquiry**
 - 4.1 Special education doctoral specialists will conduct, evaluate, and use scientific research to guide professional practice.
 - 4.2 Special education doctoral specialists will design, conduct, interpret, and disseminate educational research, with specific application at the classroom, school, and system levels for individuals with disabilities.
 - 4.3 Special education doctoral specialists will integrate scientific investigations detailing information about the nature, needs, and outcomes for individuals with disabilities across the life span and environments.
- **5.0 Leadership and policy**
 - 5.1 Special education doctoral specialists will formulate goals, set and meet high professional expectations.
 - 5.2 Special education doctoral specialists will advocate for effective policies and evidence-based practices as a means to create positive and productive work environments.
 - 5.3 Special education doctoral specialists will formulate a philosophy of leadership administration with respect to the provision of educational services for individuals with disabilities.
 - 5.4 Special education specialists will demonstrate effective leadership and supervision skills.
- **6.0 Professional and ethical practice**
 - 6.1 Special education doctoral specialists will implement professional ethical principles and practice standards to respond effectively to diverse constituents.
 - 6.2 Special education doctoral specialists will demonstrate a personal commitment to individuals with disabilities.
- **7.0 Collaboration**

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- 7.1 Special education doctoral specialists will plan collaborative endeavors with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.
- 7.2 Special education doctoral specialists will demonstrate knowledge and application of skills to facilitate the change process and maximize collaborative efforts within organizations.

~End~

Course Change