

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b>  <b>College</b> (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix Number</b>	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>	
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> )	<b>Grading</b> (Select One Option)  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> )		
<b>Effective Date</b> (TERM & YEAR)				
<b>Prerequisites</b>     <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Academic Service Learning (ASL) course</b>  Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		<b>Corequisites</b>	<b>Registration Controls</b> (For example, Major, College, Level)	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		<b>List textbook information in syllabus or here</b>		
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>		

<b>Approved by</b> Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	<b>Date</b> 3/6/24 _____ 3/13/24 3/19/2024 _____ _____ _____ _____ _____
--	--

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



### Course Description

This course provides doctoral students with an in-depth study into teaching and learning for individuals with disabilities. Students will be introduced to the teaching and learning process for individuals with disabilities through content (e.g., math, science), populations (i.e., 14 disability categories as described in the Individuals with Disabilities Education Act), learning theory, and contexts where teaching and learning take place. The course also provides an overview of large scale implementation of teaching and learning processes for individuals with disabilities within systems (e.g., classrooms, schools, and school districts).

The course is a core course in the PhD program in Special Education.

### Instructional Method

This course is delivered [Mixed Online and Classroom \(Hybrid\)](#). Students are expected to attend virtual and in-person meetings. Methods of instruction include discussion, presentation of content, debate about topics, modeling, guided practice, and student-led presentations.

### Prerequisites/Corequisites

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

### Required Texts/Readings

Hagermoser Sanetti, L. M. & Collier-Meek, M. A. (2019). *Supporting successful interventions in schools. Tools to plan, evaluate, and sustain effective implementation*. Guilford Press: New York, NY. ISBN 678-1-4625-3773-0

Additional readings will be detailed in the Course Outline.

### Supplementary/Recommended Readings

Nazar, N. & Soman, D. (Eds.) (2022). *Behavioral science in the wild*. University of Toronto Press.

### **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 Course Is Based**

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

#### **Assessment**

- 1.2 Special education doctoral level professionals will appraise specialized instructional approaches regarding theoretical foundations, practical applications, and efficacy research.
- 1.4 Special education doctoral level professionals will conceptualize the planning, formulation, implementation, and assessment of general and special education programs in rural, suburban, and urban areas.

#### **Content Knowledge**

- 2.1 Special education doctoral level professionals 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 level professionals will compile in-depth knowledge of major issues in providing appropriate educational and related services for individuals with disabilities across settings.
- 2.3 Special education doctoral level professionals 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 level professionals will compare, contrast, and critique outcomes for individuals with disabilities across the lifespan.

#### **Program, services, and outcomes**

- 3.1 Special education doctoral level professionals will facilitate continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities.

### Course Objectives/Student Learning Outcomes

Successful students will...

1. identify, compare, contrast, and critique valid and reliable assessment practices for use across contexts for individuals with disabilities to measure academic and behavioral progress and minimize bias (DSE-DC 1.2)
2. facilitate the implementation of valid and reliable assessment practices across different contexts for individuals with disabilities (DSE-DC 1.2).
3. demonstrate an ability to plan, formulate, implement, and assess general and special education programs in rural, suburban, and urban areas (DSE-DC 1.4).
4. demonstrate an ability to deliver initiatives via professional development sessions to school-based personnel and district leadership (DSE-DC 1.4).
5. demonstrate an ability to critique general and specialized curricula to improve programs, supports, and services at the classroom, school, community, and system levels (DSE-DC 2.1).
6. compare, contrast, and critique major issues involved in providing appropriate educational and related services for individuals with disabilities across contexts (DSE-DC 2.2).
7. compare, contrast, and critique the major philosophy, goals, methodologies, and content using an evidence-based culturally competent framework (DSE-DC 2.3).
8. compare, contrast, and critique outcomes for individuals with disabilities across the life span and in different contexts (DSE-DC 2.4).
9. identify, compare, contrast, and critique ways to general and special education programs, supports, and services at the classroom, school, and system levels for individuals with disabilities (DSE-DC 3.1)

### Course Requirements

In addition to completing the assigned readings and participating in course discussions, students are also responsible for completing the following...

1. **Discussion Leader.** Students will lead two or more discussions based on assigned readings. All students are expected to read all materials. The discussion leader is responsible for summarizing the reading and developing questions that explore the relationship of the reading to content, populations, learning theory, and contexts. The discussion leader will facilitate the class discussion using questions based on the readings for sessions 1 through 5 discussions (Course Objective (CO) 1, 2).
2. **Teaching and learning presentation.** Students will develop a presentation based on a selected population of students with disabilities from one of the 14 disability categories as defined in the Individuals with Disabilities Education Act. The presentation will include a description of typical learning goals and gains;

expected academic and social outcomes; and evidence-based practices typically used to support academic and social behavior. The goal of the presentation is to present a 'teaching and learning primer' on the population providing how, what, and under what conditions students learn. The presentation must be based on literature (e.g., meta-analyses, seminal opinion pieces). (CO 6, 7, 8).

3. **School district change initiative paper.** Students will develop a brief paper, five to seven pages in length to propose a school-district wide initiative for students with disabilities to improve academic and social behavior. For this assignment, students will choose a rural, urban, or suburban school district\*. The paper must take the school district demographics and other factors (e.g., percentage of Title 1 schools) into account. The paper will describe an initiative for a particular population of students with disabilities to improve academic or social behavior. The paper must reflect literature detailing effective evidence-based practices for the population and implementation science as applied to environments the size of the chosen school district. The paper must be based in the scientific literature while also presenting an accessible, understandable description of the proposed initiatives and address issues relevant to the issues the district might need to address and large scale implementation of the proposed initiatives in the district (CO 2, 3, 4, 5, 9). \*The 'chosen school district' will be used for assignment 3,4, and 5.
4. **Professional development-school personnel.** Students will develop a presentation intended for school-based personnel in a school district. For this assignment, students will use their chosen school district. The presentation must take the school district demographics and other factors (e.g., percentage of Title 1 schools) into account. The presentation will describe an initiative for a particular population of students with disabilities to improve academic or social behavior. The presentation must reflect literature detailing effective evidence-based practices for the population and implementation science as applied to environments the size of the chosen school district. The presentation must be tailored to school-based personnel responsible for implementing the proposed initiatives and address issues relevant to direct implementation in schools and classrooms (CO 2, 3, 4, 5, 9).

5. **Professional development-district leadership.** Students will develop a presentation intended for district leadership in a school district. For this assignment, students will use their chosen school district school. The presentation must take the school district demographics and other factors (e.g., percentage of Title 1 schools) into account. The presentation will describe an initiative for a particular population of students with disabilities to improve academic or social behavior. The presentation must reflect literature detailing effective evidence-based practices for the population and implementation science as applied to environments the size of the chosen school district. The presentation must be tailored to district leadership and address issues relevant to the leadership as they adopt the proposed initiatives (CO 2, 3, 4, 5, 9).

#### Course Evaluation Method

Course Assignments	Points	% of Course Grade
1. Discussion Leader	10	10
2. Teaching and learning presentation	30	30
3. School district change initiative paper	20	20
4. Professional development-school-based personnel	20	20
5. Professional development-district leadership	20	20
<b>Total</b>	<b>100</b>	<b>100%</b>

#### Course Grading Scale

**Department Grading Scale.** Scores are cumulative, and the grade scale represents the 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.



### 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. Students are urged to utilize this outline for tracking assignment completion. Students are responsible for ensuring that assignments are fully submitted to Canvas.

*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.

### **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 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](mailto: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.



### **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/](http://www.fau.edu/sas/).

### **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](#).

### **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 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](mailto: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.

### Course Topical Outline

The course outline details the session-by-session activities in the course. The 'readings' are noted in the table or at the bottom of the table.

Session day/date	Reading	Pre-session activity	In-session activity	Assignment Due	
<i>Learning Theory</i>					
Session 1	Session 1 readings	Read Articulating a Theory of Learning	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> Course Instructor (Model)		
Session 2	Session 2 readings	Read Behavioral Processes	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> TBD	Discussion Leader role and responsibilities	
Session 3	Session 3 readings	Read Cognitive Processes	Review and discuss relationship to content, populations, learning	Discussion Leader role and responsibilities	

EEX 7XXX Teaching and Learning for Individuals with Disabilities  
Semester/Year  
Professor XXXX

Session day/date	Reading	Pre-session activity	In-session activity	Assignment Due	
			theory, and contexts.  <b>Discussion Leader:</b> TBD		
Session 4	Session 4 readings	Read Cultural Processes	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> TBD	Discussion Leader role and responsibilities	
<i>Content</i>					
Session 5	Session 5 readings	Read Learning in School Subjects	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> TBD	Discussion Leader role and responsibilities	
<i>Individuals with Disabilities</i>					

EEX 7XXX Teaching and Learning for Individuals with Disabilities  
Semester/Year  
Professor XXXX

Session day/date	Reading	Pre-session activity	In-session activity	Assignment Due	
Session 6	Student selected readings	Identify and read readings based on chosen population learning goals and gains	No class meeting; independent reading and presentation development		
Session 7	Student selected readings	Identify and read readings based on chosen population expected academic and social outcomes	No class meeting; independent reading and presentation development		
Session 8	Student selected readings	Identify and read readings based on chosen population evidence-based practices to support academic and social behavior	No class meeting; independent reading and presentation development		
Session 9				Teaching and learning presentation	
Session 10				Teaching and learning presentation	

EEX 7XXX Teaching and Learning for Individuals with Disabilities  
Semester/Year  
Professor XXXX

Session day/date	Reading	Pre-session activity	In-session activity	Assignment Due	
<i>Implementation</i>					
Session 11	Hagermoser Sanetti & Collier-Meek	Read Hagermoser Sanetti & Collier-Meek chps. 1-4	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> TBD	Discussion Leader role and responsibilities	
Session 12	Hagermoser Sanetti & Collier-Meek	Read Hagermoser Sanetti & Collier-Meek chps. 5-8	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> TBD	Discussion Leader role and responsibilities	
Session 13	Hagermoser Sanetti & Collier-Meek	Read Hagermoser Sanetti & Collier-Meek chps. 9-11	Review and discuss relationship to content, populations, learning theory, and contexts.  <b>Discussion Leader:</b> TBD	Discussion Leader role and responsibilities	

EEX 7XXX Teaching and Learning for Individuals with Disabilities  
Semester/Year  
Professor XXXX

Session day/date	Reading	Pre-session activity	In-session activity	Assignment Due	
Session 14				Professional development-school personnel	
Session 15				Professional development-district leadership	

### Readings

#### Session 1-Articulating a Theory of Learning

- Bransford, J. D., Brown, A.L. & Cocking, R.R. (2000). Learning: From speculation to science. In *How people learn: Brain, mind, experience, and school* (Chapter 1, pp. 3-27). Washington, D. C.: National Academy Press.
- Rogoff, B. (2003) Orienting concepts. In *The cultural nature of human development* (pp. 3- 36). New York, NY: Oxford University Press.
- Esmonde, I., & Booker, A. (2016). Introduction. *Power and privilege in the learning sciences: Critical and sociocultural theories of learning* (Chapter 1, pp. 1-5). New York, NY: Routledge.

#### Session 2-Behavioral Processes

- Skinner, B. F. (1954, Spring). The science of learning and the art of teaching. *Harvard Educational Review*, 86-97.
- Cohen, D. (2004). Behaviorism. In R.L. Gregory (Ed.), *The Oxford companion to the mind* (2nded.) (pp. 71-74). New York, NY: Oxford University Press.
- Schwartz, D.L., Tsang, J.M., & Blair, K.P. (2016). R is for reward: Motivating behavior. In *The ABCs of how we learn: 26 scientifically proven approaches, how they work, and when to use them* (pp. 220-233). New York, NY: W.W. Norton & Company.

#### Session 3-Cognitive Processes

- Miller, G.A. (2003). The cognitive revolution: A historical perspective. *Trends in Cognitive Sciences*, 7(3), 141-144.
- Ranganath, C., Libby, L.A., & Wong, L. (2012). Human learning and memory. In K. Frankish and W.M. Ramsey (Eds.), *The Cambridge handbook of cognitive science* (pp. 112-130). Cambridge, UK: Cambridge University Press.



EEX 7XXX Teaching and Learning for Individuals with Disabilities  
Semester/Year  
Professor XXXX

- Bransford, J. D., Brown, A.L. & Cocking, R.R. (2000). Learning and Transfer.
- In *How people learn: Brain, mind, experience, and school* (Chapter 3, pp. 51-78). Washington D. C.: National Academy Press.

Session 4-Cultural Processes

- Wertsch, J.V., & Tulviste, P. (1992). L.S. Vygotsky and contemporary developmental psychology. *Developmental Psychology*, 28(4), 548-557.
- Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.), *The Cambridge Handbook of the Learning Sciences* (Second ed., pp. 686-706). New York, NY: Cambridge University Press.
- Moll, L.C., & Greenberg, J.B. (1990). Creating zones of possibilities: Combining social contexts of instruction. In L.C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology* (pp. 319-348). Cambridge, UK: Cambridge University Press.

Session 5-Learning in School Subjects

Choose **one** of the following articles for a jigsaw (we'll coordinate this in class):

- Bricker, L.A. & Bell, P. (2014). "What comes to mind when you think of science? The perfumery!": Documenting science-related cultural learning pathways across contexts and timescales. *Journal of Research in Science Teaching*, 51(3), 260-285. (read 267-282)
- Dutro, E. (2011). Writing wounded: Trauma, testimony, and critical witness in literacy classrooms. *English Education*, 43(2), 193-211.
- Lynch, S.D., Hunt, J.H., & Lewis, K.E. (2018). Productive struggle for all: Differentiated instruction. *Mathematics Teaching in the Middle School*, 23(4), 194-201.
- Monte-Sano, C. (2016). Argumentation in history classrooms: A key path to understanding the discipline and preparing citizens. *Theory into Practice*, 55(4), 311-319.

## 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

- 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~

New Course

**Statements of No Conflict**  
**Special Education PHD Program Changes**  
**March 2024**

**From:** Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Sent:** Thursday, February 22, 2024 3:15 PM  
**To:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>; Carman Gill <[gillc@fau.edu](mailto:gillc@fau.edu)>; Charles Dukes <[cdukes@fau.edu](mailto:cdukes@fau.edu)>; Dale Williams <[DWILLIAM@health.fau.edu](mailto:DWILLIAM@health.fau.edu)>  
**Subject:** Fw: PhD SPED changes-chair input

Colleagues,

The Department of Special Education proposes changes to the PhD program in Special Education. The change includes a program change, course revisions, and the creation of five new courses.

**Program change.**

- Reduce the total number of credits from 80 to 69-72.
- The application process will be changed to reflect the following:
  - One time per year entry (fall)
  - Integrate Department Application materials in GradCAS-everything submitted through GradCAS
  - Conduct Interviews via Zoom
  - Eliminate GRE as a requirement
- Eliminate Academic Committees. Students will be advised by one faculty member (i.e., principle professor (e.g., “lab model”).
- Students will choose dissertation committees after completing their pre-candidacy research (i.e., two additional SPED faculty members) the dissertation committee will write and grade comprehensive exam questions.
- After completion of comprehensive exams, select an additional “outside,” fourth dissertation committee member.
- Students will be required to choose a dissertation format by the end of their second semester in the program-
  - *Traditional* (one empirical study reported in four or five chapters)
  - *Two publishable papers* (one systematic review of literature paper; one empirical pre-candidacy research paper)
  - *Two publishable empirical research papers* (two empirical research papers, one of which is the pre-candidacy research paper)

**Course revisions and new courses.**

1. **Course Changes (revisions)** (See Attachment 1). This contains a course change form for *EEX 7938 Seminar in Exceptional Student Education Leadership*. This seminar is being changed from a series of one-credit seminars, taken six times, to a series of two-credit seminars, taken three times. The attached syllabi are the three different topics they explore in the iterations of the seminar:
  - a. *Course Development and College Teaching*;
  - b. *Professional Dissemination*; and
  - c. *Triad of Professional Activities in Higher Education*

**Statements of No Conflict**  
**Special Education PHD Program Changes**  
**March 2024**

**2. New Courses**

- a. *Historical, Theoretical, and Legal Foundations of Special Education* (See attachment 2).
- b. *Teaching and Learning for Individuals with Disabilities*. (See attachment 3). Once approved, this will replace two existing courses in the DSE Doctoral curriculum.
- c. *Doctoral Residency in Special Education* (See attachment 4). *Doctoral Residency in Special Education*. Residency was an experience not connected to a specific course. The experience has now be codified into a formal course and will allow students to engage in an extended teaching apprenticeship (after Doctoral Internship) or engage in a research apprenticeship with their principle professor.
- d. *Doctoral Internship in Special Education* (See attachment 5). Doctoral Internship was two courses worth 6 credits. This one 3 credit course will replace the two courses. The course will still serve as a teaching apprenticeship for doctoral students.
- e. *Contemporary Trends in Special Education* (See attachment 6). This new course will replace EEX 7795 Cultural and Linguistic Diversity and EEX 7341 Doctoral Seminar. The course will immerse students in a variety of special education topics highlighted by in-depth discussion and projects allowing them to gain an understanding of how the topics impact policy, practice, programming, and research.

If you would kindly review these, and let me know if there is any conflict or area of concern that we need to discuss ahead of forwarding this to the Graduate Programs Committee, I would appreciate it. If at all possible, by the end of next week would be ideal.

Many thanks,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT  
Senior Associate Dean  
College of Education

Interim Chair  
Department of Special Education

Professor  
Department of Counselor Education

Fellow, American Counseling Association

Florida Atlantic University  
777 Glades Rd.  
Bldg 47, Rm 221  
Boca Raton, FL 33431-0991  
(561) 297-2698 (Office)  
(561) 297-3357 (Dean's Office-Main)  
(561) 297-2309 (Fax)



**Statements of No Conflict**  
**Special Education PHD Program Changes**  
**March 2024**

\*\*\*\*

**From:** Charles Dukes <[cdukes@fau.edu](mailto:cdukes@fau.edu)>  
**Sent:** Thursday, February 22, 2024 3:32 PM  
**To:** Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Subject:** Re: PhD SPED changes-chair input

Hello,  
The Department of Curriculum and Instruction has no conflicts.

-----  
Charles Dukes, EdD, PhD  
Professor and Chair, Department of Curriculum and Instruction  
Professor and Doctoral Coordinator, Department of Special Education  
Florida Atlantic University  
777 Glades Road Boca Raton, FL 33431  
E-mail: [cdukes@fau.edu](mailto:cdukes@fau.edu)  
office-561 297 3965

To learn more about me and my research,  
go to <https://www.fau.edu/education/faculty/dukes/>

\*\*\*\*

**From:** Dale Williams <[DWILLIAM@health.fau.edu](mailto:DWILLIAM@health.fau.edu)>  
**Sent:** Friday, February 23, 2024 2:57 PM  
**To:** Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Subject:** RE: PhD SPED changes-chair input

No conflicts with CSD.

Dale Williams, Chair  
Communication Sciences and Disorders

\*\*\*\*

**From:** Carman Gill <[gillc@fau.edu](mailto:gillc@fau.edu)>  
**Sent:** Monday, February 26, 2024 12:12 PM  
**To:** Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>  
**Subject:** Re: PhD SPED changes-chair input

No conflicts here.

Carman S. Gill, PhD, LCMHC, NCC, ACS  
Professor and Chair  
Department of Counselor Education  
Florida Atlantic University  
77 Glades Rd.

**Statements of No Conflict  
Special Education PHD Program Changes  
March 2024**

ED 47, Rm 279  
Boca Raton, FL 33431-0991

\*\*\*\*

**From:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>

**Sent:** Friday, March 1, 2024 1:56 PM

**To:** Paul Peluso <[ppeluso@fau.edu](mailto:ppeluso@fau.edu)>

**Subject:** Re: PhD SPED changes-chair input

No conflicts with ELRM. RS

Robert Shockley, Chair

Educational Leadership and Research Methodology

ED 47 Room 260A

777 Glades Rd.

Boca Raton, FL 33431

(561)297-3551

\*\*\*\*

**End**