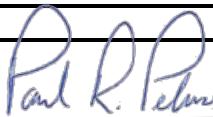
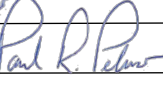
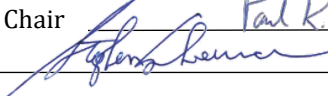
 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix Number	(L = Lab Course; C = Combined Lecture/Lab;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

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



EEX 7XXX
CONTEMPORARY TRENDS IN SPECIAL EDUCATION

Meeting Days/Times

3 credits

Semester, Year

Prof. XXXXX YYYYY

Office: XXXXXX Office hours: XXXXXX

Classroom: XXXX

Telephone: 561-297-XXXX

Email: zzzzz@fau.edu

Course Description

This course provides emerging scholars in special education with opportunities to engage with critical trends in the field. Students are expected to attain expertise in these trends, reflect on them, value them, and respond to questions about how these trends shape the future of special education services.

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 the Special Education doctoral program or permission of the instructor

Required Texts/Readings

Required readings are to be downloaded* from FAU's library; all are available full text and free-of-charge through FAU's library. All articles are listed in the syllabus.

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

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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

- 1.1 Special education doctoral level professionals will determine and facilitate the selection and implementation of valid and reliable assessment practices to minimize bias.
- 1.3 Special education doctoral level professionals will provide leadership and staff training in adapting and modifying existing curricula to respond to individualized educational programs and cultural diversity.

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. critically evaluate research in the field of special education (DSE-DC 2.1, 2.2, 2.3, 2.4).
2. synthesize a theoretical/research issue related to general and/or special education (DSE-DC 2.1, 2.2, 2.3, 2.4).
3. synthesize a theoretical/research issue related to cultural and linguistic diversity in special education (DSE-DC 2.1, 2.2, 2.3, 2.4).

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4. isolate a relevant research question and develop a prospectus that appropriately addresses the question (DES-DC 3.1).
5. compare, contrast, and critique historical and contemporary assessment practices used for individuals with disabilities (DSE-DC 1.1, 1.3).
6. compare, contrast, and critique issues in definition and identification procedures for individuals with exceptional learning needs from cultural and linguistic diverse (CLD) backgrounds.
7. compare, contrast, and critique research-based culturally responsive methods for teaching CLD exceptional learners.
8. compare, contrast, and critique special education literature related to the preparation of special education teachers to meet the needs of CLD students with disabilities.
9. compare, contrast, and critique CLD perspectives influencing the relationship among families and schools.

Course Requirements

1. Class Discussion (35 points)

Discourse can be a powerful tool to promote understanding and encourage debate about the merit of ideas. All students are expected to read ALL material assigned for that date prior to coming to class. Class discussions will be facilitated using *Questions for Inquiry* (see below). For each reading, students will be expected to answer all relevant questions from the list as a means to enhance discussion about each reading (Course Objectives-CO 5, 6, 7,8,9).

- **Problem/issue:** How might this work best be characterized, as a *problem* (a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome) or as an *issue* (important matter for debate or discussion)? What are the implications for the special education field, depending on the characterization (e.g., more research, less research, emphasis in teacher education programs)?
- **Theory:** Does the work directly state or allude to a *theory* (a testable concept or idea that may be used to provide a model for understanding human or non-human phenomena)? If so, what is the theory? How might this work change the special education field (e.g., rejection of older ideas, adoption of new ideas, change in practice)?

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- **Nature of empirical support:** What method is used to answer the research question in this work? What is the nature of support presented in this work? Is the evidence convincing?
 - **Implications for practice:** What current or past practices in special education might this be linked? Does this work have implications for special education? If so, what might be the most immediate implication?
 - **Implications for policy:** Does this work have implications for *policy* (a course or principle of action adopted or proposed by a government, party, business, or individual) design or adoption in special education? If so, what might be the most immediate implication?
 - **Implications for education personnel:** Does this work have implications for redefining or refining the role and practice of educational personnel (teachers, administrators, other related service personnel)?
2. Discussion Leadership (2 @10 points each)
- The course instructor will facilitate several topical discussions, while others will be facilitated by students. Discussion leadership opportunities will rely on the topics listed in this syllabus. *Students will serve as discussion leader a minimum of twice during the course.* For each opportunity, students required to prepare a set of key points for one single article, which will serve as the focus of class discussion. Then, they will lead a discussion on the topic and place the information raised in the article within the broader context of trends in Special Education. The student is to provide a context for the discussion, assure momentum to the discussion, and foster the involvement of all other students (CO 5, 6, 7,8,9).
3. Literature Synthesis (15 points)
- Students will create and deliver an original presentation on a current issue in special education. The presentation should focus on a specific issue in special education, based on a survey of the current literature. Students should choose a population (e.g., students with learning disabilities, students with intellectual disabilities) and then choose a specific topic to investigate (e.g., program eligibility, behavior intervention, etc.). Next, students should investigate current knowledge in the field about the topic. For example, one student may investigate the current knowledge about students with learning disabilities, specifically current behavioral change methods being used in general education classrooms. It is best to develop a research question after choosing a population and topic.

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The literature used to answer the question and create the presentation should be within the last five years. *The presentation should include:* (a) clear identification of the population (e.g., learning disabilities), (b) research topic (e.g., behavior change methods), (c) research question (e.g., what is the empirical base for behavior change methods used to support positive behavior of students with learning disabilities in general education classrooms) and (d) empirical studies reporting current knowledge, answering the research question (this portion of the presentation should bring together the current knowledge in a coherent manner—a synthesis of the literature) (CO-1, 2, 3, 4).

4. School Board Presentation (15 points)

Students will be asked to select one of the course topics and prepare a presentation in the form of a *School Board Presentation*. We will watch illustrative school board presentations and discuss the elements of a successful school board presentation. The student is to prepare and deliver a written 3-minute presentation, in keeping with regional tradition, limiting presenters to rather short presentations and recording themselves delivering the presentation at a podium as if they had been addressing a school board meeting. They will then share this recording with the class (CO-1, 2, 3, 4).

5. This course component offers a choice between two related. Students will select one, either A or B. (15 points)

a. Letter to the Editor. To prepare for this task, students are asked to identify two letters to the editor appearing in Florida newspapers that address topics related to education. They are to write a one-page critique of each letter and submit it with their OWN letter.

Students are to then select one of the course topics, but not the one used for the School Board Presentation assignment, and prepare their own *Letter to the Editor* addressing this topic from an advocacy position. In keeping with the editorial standards of regional newspapers, the letter should be from 250 to 350 words. The letter is to be persuasive and informative (CO-1, 2, 3, 4).

OR

b. Organization Position Statement. To prepare for this task, students are asked to identify two organizational position statements for organizations related to special education. They are to write a one-page critique of each position statement and submit it with their letter.

Students are to then select one of the course topics, but not the one used for the School Board Presentation assignment and prepare a *Position Statement* for a professional organization addressing this topic from the advocacy position of the organization. The position statement should be similar in length to the two position statements noted above. The position statement is to be persuasive

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and informative (CO-1, 2, 3, 4).

Course Evaluation Method

Course Assignments	Points	% of Course Grade
1. Class Discussion	35	35
2. Discussion leader (2@10 points each)	20	20
3. Literature synthesis	15	15
4. School Board presentation	15	15
5. Letter to editor or Organization position statement	15	15
Total	100	100%

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

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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

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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 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/.

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

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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

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	Topic	Readings	Assignment Due
Session 1	The role of science and evidence-based practices in Special Education	Readings are listed below.	
Session 2	The challenge presented to special education by post-modern and anti-scientific views.	Readings are listed below.	
Session 3	Including students with severe and profound disabilities in less restrictive settings.	Readings are listed below.	
Session 4	The pressures of politically driven decision-making in special education	Readings are listed below.	
Session 5	Persistent staff shortages and teacher quality	Readings are listed below.	Discussion Leader role and responsibilities
Session 6	Provision of mental health services for children with disabilities in schools	Readings are listed below.	

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Session 7	Disproportionality, cultural relevance, and gender sensitivity of special education	Readings are listed below.	
Session 8	Disproportionality, cultural relevance, and gender sensitivity of special education	Readings are listed below.	
Session 9	Reading instruction for students with disabilities	Readings are listed below.	Literature synthesis
Session 10	Embracing parents and families as collaborative partners in educating children with disabilities.	Readings are listed below.	
Session 11	Embracing parents and families as collaborative partners in educating children with disabilities.	Readings are listed below.	
Session 12	Expanding the availability of early intervention and quality preschool programs	Readings are listed below.	School Board presentation
Session 13	Maintaining safe schools and providing instruction to on physical safety	Readings are listed below.	
Session 14	Maintaining safe schools and	Readings are listed below.	Letter to editor or Organization position statement

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	providing instruction to on physical safety		
Session 15	Models for leadership and administration of special education programs at the local, state, and national levels	Readings are listed below.	

Course readings by session

Session 1-The role of science and evidence-based practices in Special Education

Schles, R. A., & Robertson, R. E. (2019). The role of performance feedback and implementation of evidence-based practices for preservice special education teachers and student outcomes: A review of the literature. *Teacher Education and Special Education*, 42(1), 36-48. <https://doi.org/10.1177/0888406417736571>

Russo-Campisi, J. (2017). Evidence-based practices in special education: Current assumptions and future considerations. *Child Youth Care Forum*, 46, 193–205. <https://doi.org/10.1007/s10566-017-9390-5>

Flannery, K. A., & Wisner-Carlson, R. (2020). Autism and education. *Child and Adolescent Psychiatric Clinics of North America*, 29(2), 319–343. <https://doi.org/10.1016/j.chc.2019.12.005>

Hume, K., Steinbrenner, J. R., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2021). Evidence-based practices for children, youth, and young adults with autism: Third generation review. *Journal of Autism and Developmental Disorders*, 51(11), 4013–4032. <https://doi.org/10.1007/s10803-020-04844-2>

Williamson, R.L., Jasper, A., Novak, J., Smith, C., Hunter, W., Casey, L., & Reeves, K. (2019). Re-examining evidence based practice in special education: A discussion. *Journal of International Special Needs Education*, 22(2), 54–65. <https://doi.org/10.9782/17-00022>

Session 2-The challenge presented to special education by post-modern and anti-scientific views.

Anastasiou, D., Burke, M.D., Wiley, A.L., & Kauffman, J.M. (2024). The telos of special education: A tripartite approach, exceptionality. <https://doi.org/10.1080/09362835.2024.2301819>

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Bottema-Beutel, K., Kapp, S. K., Sasson, N., Gernsbacher, M. A., Natri, H., & Botha, M. (2023). Anti-ableism and scientific accuracy in autism research: A false dichotomy. *Frontiers in Psychiatry*, 14, 1244451. <https://doi.org/10.3389/fpsy.2023.1244451>

Travers, J., & Ayres, K. M. (2015). A critique of presuming competence of learners with autism or other developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 50(4), 371–387. <http://www.jstor.org/stable/26420347>

Anastasiou, D., & Kauffman, J. M. (2011). A social constructionist approach to disability: Implications for special education. *Exceptional Children*, 77(3), 367-384. <https://doi.org/10.1177/001440291107700307>

Session 3-Including students with severe and profound disabilities in less restrictive settings.

Woodcock, S. & Moore, B. (2021). Inclusion and students with specific learning difficulties: The double-edged sword of stigma and teacher attributions. *Educational Psychology*, 41(3), 338-357. <https://doi.org/10.1080/01443410.2018.1536257>

Wexler, A. (2016). Re-imagining inclusion/exclusion: Unpacking assumptions and contradictions in arts and special education from a critical disability studies perspective. **The Journal of Social Theory in Art Education**, 36(5).

Kurth J. A., Morningstar M. E., & Kozleski E. (2014). The persistence of highly restrictive special education placements for students with low-incidence disabilities. **Research and Practice for Persons with Severe Disabilities**, 39, 227-239.

Morningstar, M. E., Kurth, J. A., & Johnson, P. E. (2017). Examining national trends in educational placements for students with significant disabilities. *Remedial and Special Education*, 38(1), 3-12. <https://doi.org/10.1177/074193251667832>

Agran, M., Jackson, L., Kurth, J. A., Ryndak, D., Burnette, K., Jameson, M., Zagona, A., Fitzpatrick, H., & Wehmeyer, M. (2020). Why aren't students with severe disabilities being placed in general education classrooms: Examining the relations among classroom placement, learner outcomes, and other factors. *Research and Practice for Persons with Severe Disabilities*, 45(1), 4-13. <https://doi.org/10.1177/1540796919878134>

Session 4-The pressures of politically driven decision-making in special education

Jahnukainen, M., & Itkonen, T. (2010). Disability or learning difficulty? Politicians or educators? Constructing special education in Finland and the United States. **Comparative Sociology**, 9(2), 182-201. <https://doi.org/10.1163/156913210X12536181351033>

Padia, L., & Traxter, R.E. (2020). Special education is political; special education is social justice. *Journal Of Critical Thought and Practice* 10(1), 3.
<https://doi.org/10.31274/jctp.11613>

Anastasiou, D. (2018). Politics and science in the RTI time on the classification and identification of learning disabilities. *In Handbook of Response to Intervention and Multi-tiered Systems of Support*.

Session 5-Persistent staff shortages and teacher quality

Mason-Williams, L., Bettini, E., Peyton, D., Harvey, A., Rosenberg, M., & Sindelar, P. T. (2020). Rethinking shortages in special education: Making good on the promise of an equal opportunity for students with disabilities. *Teacher Education and Special Education*, 43(1), 45-62. <https://doi.org/10.1177/0888406419880352>

Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research*, 89(5), 697-744.
<https://doi.org/10.3102/0034654319862495>

Olivia R. Hester, Shannon A. Bridges & Lauren Hart Rollins (2020). 'Overworked and underappreciated': Special education teachers describe stress and attrition. *Teacher Development*, 24(3), 348-365. <https://doi.org/10.1080/13664530.2020.1767189>

Darling-Hammond, L., & Podolsky, A. (2019). Breaking the cycle of teacher shortages: What kind of policies can make a difference? *Education Policy Analysis Archives*, 27, 34. <https://doi.org/10.14507/epaa.27.4633>

Session 6-Provision of mental health services for children with disabilities in schools

Marsh, R. J., Morgan, J. J., Higgins, K., Lark, A., & Watts, J. T. (2017). Provision of mental health services to students with emotional and behavioral disorders. *Journal of Disability Policy Studies*, 28(2), 90-98. <https://doi.org/10.1177/1044207317710698>

Skaar, N. R., Etscheidt S.L., & Kraayenbrink, A. (2021). School-based mental health services for students with disabilities: Urgent need, systemic barriers, and a proposal. *Exceptionality*, 29(4), 265-279. <https://doi.org/10.1080/09362835.2020.1801437>

Yell, M., Smith, C., Katsiyannis, A., & Losinski, M. (2018). Mental health services, free appropriate public education, and students with disabilities: Legal considerations in identifying, evaluating, and providing services. *Journal of Positive Behavior Interventions*, 20(2), 67-77. <https://doi.org/10.1177/1098300717722358>

Session 7-Disproportionality, cultural relevance, and gender sensitivity of special education

- Barrio B.L. (2021). Understanding culturally responsive practices in teacher preparation: An avenue to address disproportionality in special education. *Teaching Education*, 32(4), 437-456. <https://doi.org/10.1080/10476210.2020.1796956>
- Brown, M. R., Dennis, J. P., & Matute-Chavarria, M. (2019). Cultural relevance in special education: Current status and future directions. *Intervention in School and Clinic*, 54(5), 304-310. <https://doi.org/10.1177/1053451218819252>
- Cooc, N., & Kiru, E. W. (2018). Disproportionality in special education: A synthesis of international research and trends. *The Journal of Special Education*, 52(3), 163-173. <https://doi.org/10.1177/0022466918772300>
- Daniel, J. & Wang, L. (2023). Gender differences in special educational needs identification. *Review of Education*, 11(3). <https://doi.org/10.1002/rev3.3437>
- Holt, Y. (2022) Reflecting on the role of gender and race in speech-language pathology. *Perspectives of the ASHA Special Interest Groups* 7(6), 2158-2168.

Session 8-Reading instruction for students with disabilities

- Ulriksen, L. B., Bilet-Mossige, M., Moreira, H. C., Larsen, K., & Nordahl-Hansen, A. (2023). Reading intervention for students with intellectual disabilities without functional speech who require augmentative and alternative communication: A multiple single-case design with four randomized baselines. *Trials*, 24(1), 433. <https://doi.org/10.1186/s13063-023-07452-4>
- Johnson, A. (2021). Reading instruction for students with intellectual disabilities. *Journal for the Child Development, Exceptionality and Education*, 2(1), 1-9.
- Klingner, J. K., Vaughn, S., Tejero Hughes, M., & Arguelles, M. E. (1999). Sustaining research-based practices in reading: A 3-year follow-up. *Remedial and Special Education*, 20(5), 263-287. <https://doi.org/10.1177/074193259902000502>
- Toste, J. R., & Lindström, E. R. (2023). Science of reading in special education teacher preparation. *Intervention in School and Clinic*, 59(1), 5-8. <https://doi.org/10.1177/10534512221130064>
- Tindal, G., Nese, J. F. T., Stevens, J. J., & Alonzo, J. (2016). Growth on oral reading fluency measures as a function of special education and measurement sufficiency. *Remedial and Special Education*, 37(1), 28–40. <https://doi.org/10.1177/0741932515590234>
- Sayeski, K.L.; Gormley B.; Shannon E.; & Bennett, K. (2015). Promising practices in the

preparation of special educations to provide reading instruction. *Intervention in School and Clinic*, 51(2), 82-89. <https://doi.org/10.1177/10534512155792>

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Professor XXXX

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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 adaptation 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.

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- 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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Professor XXXX

- 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>
Sent: Thursday, February 22, 2024 3:15 PM
To: Robert Shockley <SHOCKLEY@fau.edu>; Carman Gill <gillc@fau.edu>; Charles Dukes <cdukes@fau.edu>; Dale Williams <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

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Department of Counselor Education

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Statements of No Conflict
Special Education PHD Program Changes
March 2024

From: Charles Dukes <cdukes@fau.edu>
Sent: Thursday, February 22, 2024 3:32 PM
To: Paul Peluso <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
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>
Sent: Friday, February 23, 2024 2:57 PM
To: Paul Peluso <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>
Sent: Monday, February 26, 2024 12:12 PM
To: Paul Peluso <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**

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From: Robert Shockley <SHOCKLEY@fau.edu>

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

To: Paul Peluso <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

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Boca Raton, FL 33431

(561)297-3551

End