

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Special Education College Education		
Current Course Prefix and Number EEX 7938		Current Course Title Seminar in Exceptional Student Education Leadership	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i> Doctoral Seminar in Special Education			
Change title to: Doctoral Seminar in Special Education (taken three times) Change prefix From: To: Change course number From: To: Change credits* From: 1 To: 2 Change grading From: To: Academic Service Learning (ASL) ** Add ☐ Remove ☐		Change description to: This series of seminar courses provide doctoral students with an overview of the roles, responsibilities, and expectations of doctoral graduates preparing for leadership roles in the field of special education. Each seminar will include a directed study on a number of topics relating to professional practices in higher education and other leadership positions. Students Change prerequisites/minimum grades to: Admission to doctoral program in Special Education or by permission of the instructor. Minimum Grade B. 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: Fall 2024		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Charles Dukes cdukes@fau.edu 561 297 3965			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 8-12-2024 8/15/2024 8/28/2024 _____ _____ _____ _____ _____	

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



EEX 7938

Doctoral Seminar in Special Education:
Course Development and College Teaching

Meeting Days/Times

2 credits

Semester, Year

Prof. XXX YYY

Office: XXXXXX Office hours: XXX

Classroom: XXXX

Telephone: 561-297-XXXX

Email: zzzzz@fau.edu

Course Description

This series of seminar courses provide doctoral students with an overview of the roles, responsibilities, and expectations of doctoral graduates preparing for leadership roles in the field of special education. Each seminar will include a directed study on a number of topics relating to professional practices in higher education and other leadership positions. Students enroll in this professional seminar during three semesters, earning 2-credits for each semester. This seminar course provides an overview of evidence-based practices for course development and college teaching.

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

Lang, J. M. (2008). *On course: A week-by-week guide to your first semester of college teaching*. Harvard University Press. ISBN 978-0-674-04741-9

Linder, K. E., & Hayes, C. M. (Eds.) (2018). *High-impact practices in online education*. Stylus. ISBN 978-1-62036-847-3

Boettcher, J. V., & Conrad, R-M. (2016). *The online teaching survival guide* (2nd Ed.). Jossey-Bass. ISBN: 978-1-119-14768-8

Supplementary/Recommended Readings

Lang, J. M. (2016). *Small teaching: Everyday lesson from the science of learning*.
Jossey-Bass. ISBN 978-1-118-94449-3

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)

Program, services, and outcomes

- 3.4 Special education doctoral specialists will develop and evaluate a broad range of learning experiences for individuals with disabilities.

Research and inquiry

- 4.2 Special education doctoral specialists will design, conduct, interpret, and disseminate educational research with specific applications 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.

Leadership and policy

- 5.4 Special education specialists will demonstrate effective leadership and supervision skills.

Course Objectives/Student Learning Outcomes

Successful students will...

1. Demonstrate an understanding of the methods used to evaluate college-level teaching and the mechanisms used to document the evaluation results. (DSE-DC 5.4)
2. Demonstrate an understanding of factors contributing to the quality of a university

course offered partially and/or fully online. (DSE-DC 4.2)

3. Develop an introductory college course in special education or related field of their choosing (e.g., Applied Behavior Analysis) that can be offered in variable formats (e.g., face-to-face, online, hybrid). (DSE-DC 3.4, 4.3)

4. Interpret, critique, and apply the results of research in education and related fields. (DSE-DC 4.2)

Course Requirements

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

1. **Teaching Philosophy.** Students will create a philosophy for teaching delineating how they will approach the teaching/instruction portion of the triad of responsibilities for higher education academics. This philosophy should not exceed two (double-spaced) pages and should be grounded within theories and evidence-based practices for teaching and adult learning (CO 4).
2. **Discussion Leader.** Chapter summary/discussion question responses. Students will read the assigned chapter(s), pose discussion questions, and prepare responses to the questions. These summary/discussion questions will be used by the student to lead the week's discussion and guide the development of the course syllabus and the course site (CO 1, 2, 3, 4).
3. **Course Syllabus.** Students will develop a course syllabus for an introductory course in special education or related field (e.g., Applied Behavior Analysis). The syllabus must follow the [FAU Guidelines for Course Syllabi](#), be reflective of the student's teaching philosophy and evidence-based practices for teaching and adult learning, and must be adaptable to face-to-face, online, and hybrid formats (CO 1, 2, 3).
**Note: that this course must be outside your primary area of focus. For example, if you consider yourself focused on learning disabilities, then the syllabus cannot be an introductory course in learning disabilities*
4. **Online Course Site.** Students will design a course site that aligns with the course syllabus developed earlier in the course. The course site must align with [Quality Matters \(QM\) Essential Standards](#) for quality online and blended courses (CO 1, 2, 3).
5. **Peer-to-Peer Course Site Evaluation.** Students will be assigned to evaluate each other's courses using the [QM Higher Education Rubric](#). Students will use the rubric to ascribe a quantitative score. Based on the quantitative score, the students will provide qualitative feedback delineating suggestions for improvement (CO 1, 2, 3).

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Course Evaluation Method

Course Assignments	Points	% of Course Grade
1. Teaching Philosophy	15	15
2. Discussion Leader	15	15
3. Course Syllabus	25	25
4. Online Course Site Development	30	30
5. Peer-to-Peer Course Site Evaluation	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, Late Work, and Incompletes

Due Dates. Consult the course site for all assignment due dates. You are urged to utilize this outline to track the completion of your assignment. 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 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

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Professor XXX

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 2-credit course, totaling 30 contact hours. The contact hours not accounted for in the (6) three-hour sessions below will be accounted for with online instruction conducted synchronously/asynchronously via Canvas.

Session day/date	Reading	Pre-session activity	In-session activity	Assignment	Discussion Leader
Session 1	Lang (<i>On Course</i>), Weeks 1-8	Read Lang, Weeks 1-8	Discuss reading-general summary and discussion questions	Review and formulate answers to guiding questions.	Course Instructor (Model)
Session 2 DUE: Teaching Philosophy	Lang (<i>On Course</i>), Weeks 9-15 <i>Recommended:</i> Lang (small TEACHING) Part I	Read Lang, Weeks 9-15	Discuss reading-general summary and discussion questions	Review and formulate answers to guiding questions.	TBD
Online work	<i>Syllabus Development</i>				

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Session day/date	Reading	Pre-session activity	In-session activity	Assignment	Discussion Leader
Session 3 DUE: Course Syllabus	Linder & Hayes (<i>High impact practices in online education</i>), chapters 1-6 <i>Recommended:</i> Lang (small TEACHING) Part II	Read Linder and Hayes chapters 1-6	Discuss reading-general summary; discuss clarify assignment (course site development)	Submit the Syllabus to the assignment link	TBD
Session 4	Linder & Hayes (<i>High impact practices in online education</i>), chapters 7-13 <i>Recommended:</i> Lang (small TEACHING) Part III	Read Linder and Hayes chapters 7-13	Discuss reading-general summary; discuss clarify assignment (course site development)	Read and think about course site development	TBD
Session 5	Boettcher & Conrad (<i>The online teaching survival guide</i>), chapters 1-10 <i>Recommended:</i> Lang (small TEACHING) Conclusion	Read Boettcher & Conrad, chapters 1-10	Discuss reading-general summary and discussion questions.	Read and develop course site development	TBD
Online Work	<i>Course Site Development</i>				
Session 6 DUE: Online	Boettcher & Conrad (<i>The online teaching</i>	Develop a final draft of	Brief presentation of course site	Present course site	TBD

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Session day/date	Reading	Pre-session activity	In-session activity	Assignment	Discussion Leader
Course Site & Peer Evaluations	<i>survival guide</i>), chapters 6-10	the course site	discussion questions		

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.

- o 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~



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Professional Dissemination
Meeting Days/Times XXX
2 credits
Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX Office hours: XXX
Classroom: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

Course Description

This series of seminar courses provide doctoral students with an overview of the roles, responsibilities, and expectations of doctoral graduates preparing for leadership roles in the field of special education. Each seminar will include a directed study on a number of topics relating to professional practices in higher education and other leadership positions. Students enroll in this professional seminar during three semesters, earning 2-credits for each semester. This seminar course provides an overview of professional dissemination of scholarly work, including professional conferences and peer-reviewed journals.

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

Belcher, W. L. (2019). *Writing your journal article in 12 weeks: A guide to academic publishing success* (2nd ed.). university of Chicago Press, Chicago.

Supplementary/Recommended Readings

Rocco, T. S., & Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass. ISBN 978-0-470-39335-2

- Sternberg, R. J. & Sternberg, K. (2011). *The psychologist's companion: A guide to writing scientific papers for students and researchers* (5th ed.) Cambridge, U.K.: Cambridge University Press. <https://doi.org/10.1017/CBO9780511762024>
- Zinsser, W. K. (2016). *On writing well: The classic guide to writing nonfiction* (7th ed.). New York: Harper Perennial.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: the official guide to APA style* (7th ed.). American Psychological Association.
- Hallock, R. M., & Dillner, K. M. (2016). Should title lengths really adhere to the American Psychological Association's twelve-word limit? *American Psychologist*, 71(3), 240-242. <https://doi.org/10.1037/a0040226>
- Levitt, H. M., Bamberg, M., Creswall, J. W., Frost, D. M., Josselson, R., & Suarez-Orozco, C. (2018). Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology: The APA Publications and Communications Board Task Force Report. *American Psychologist*, 73(1), 26-46. <https://doi.org/10.1037/amp0000151>

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

- 2.2 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.

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.

Course Objectives/Student Learning Outcomes

Successful students will...

1. Identify ways in which the research questions relate to the existing literature and how empirical research results can contribute to extant literature. (DSE-DC 2.2, 2.4)
2. Compare and contrast methods used in the past to investigate related research questions. (DSE-DC 2.2, 2.4)
3. Identify ways in which findings from similar empirical investigations have been disseminated to non-research audiences. (DSE-DC 2.2, 2.4)
4. Demonstrate problem-solving, critical analysis, clear/logical development of arguments, and documentation of arguments. (DSE-DC 4.1)
5. Synthesize a theoretical/research topic, Interpret, critique, and apply research results related to the student's research interest. (DSE-DC 4.2)
6. Propose ways in which findings can be disseminated to non-research audiences. (DSE-DC 4.2)
7. Compare and contrast selection criteria for annual/bi-annual conferences hosted by professional organizations in Education and related fields. (DSE-DC 4.2)
8. Compare and contrast manuscript submission criteria for professional journals in Special Education and related fields. (DSE-DC 4.2)

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Course Requirements

Students will develop a plan for research in Education:

- Formulate questions to be investigated using quantitative or qualitative methods. (Course Objective-CO 1, 2, 3, 4, 5)
- Complete a proposal for presentation at an annual/biannual professional conference. (CO 1, 2, 3, 4, 6, 7)
- Mock conference presentation for an annual/bi-annual professional conference. (CO 1, 2, 3, 4, 5)
- Develop an original manuscript for submission to a professional journal in Special Education or a related field. (CO 1, 2, 3, 4, 7, 8)

Course Evaluation Method

Course Assignments	Points	% of Course Grade
1. Research questions	25	25
2. Conference proposal	25	25
3. Mock conference presentation	25	25
4. Original manuscript	25	25
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.

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.

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Code of Academic Integrity

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standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Course Topical Outline

This is a 2-credit course, totaling 30 contact hours. The contact hours not accounted for in the

(6) three-hour sessions below will be accounted for with online instruction, conducted synchronously/asynchronously via Canvas.

Session Day/date	Topics	Pre-session activity	Reading	Assignment due dates
Session 1	Designing your plan for writing and Advancing your Argument	Compare and contrast selection criteria for conferences hosted by professional organizations in Education.	Read Week1: and Week 2 Chapters - Belcher	
Session 2	Abstracting your article, selecting a Journal, and Refining your works cited	Identify three empirical questions for development into a verbal presentation. Develop a proposal for presentation at a professional conference.	Read Week3: Week 4: Week 5 Chapters - Belcher	Research questions
Session 3	Crafting your Claims for Significance, analyzing your evidence and presenting	Develop a 20-minute verbal presentation with visuals to present at a professional conference.	Read Week6: Week 7: Week 8 Chapters - Belcher Student Presentation	Proposal presentation
Session 4	Strengthening your article	Compare and contrast manuscript	Read Week9: and Week 10	Interpret and critique

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Session Day/date	Topics	Pre-session activity	Reading	Assignment due dates
	structure, Opening and concluding your article	submission criteria for professional journals in Special Education and related fields and choose a journal	Chapters - Belcher	the results of research for your manuscript.
Session 5	Editing your Sentences	Complete a 150- word abstract as part of an original manuscript to be submitted to a professional journal in Special Education or a related field.	Read Week 11	150-word abstract
Session 6	Sending Your Article	Develop an original manuscript for submission	Read Week 12	Completed manuscript

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~



EEX 7938

Doctoral Seminar in Special Education:
Triad of Professional Activities in Higher Education

Meeting Days/Times

2 credits

Semester, Year

Prof. XXXXX YYYYY

Office: XXXXXX Office hours: XXX

Classroom: XXXX

Telephone: 561-297-XXXX

Email: zzzzz@fau.edu

Course Description

This series of seminar courses provide doctoral students with an overview of the roles, responsibilities, and expectations of doctoral graduates preparing for leadership roles in the field of special education. Each seminar will include a directed study on a number of topics relating to professional practices in higher education and other leadership positions. Students enroll in this professional seminar during three semesters, earning 2-credits for each semester. This seminar course provides an overview of the triad of the professoriate, including scholarly activities (research), teaching/instructional activities, and service to professional organizations, Community, and higher education institutions.

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 permission of the instructor.

Required Texts/Readings

Bakken, J. P. & Simpson, C. G. (2011). *A survival guide for new faculty members: Outlining the keys to success for promotion and tenure*. Charles C. Thomas: Springfield, IL. ISBN 978-0-398-08630-5

Mertens, D., & McLaughlin, J. (2004). *Research and evaluation methods in special education*. Thousand Oaks, CA: Sage Publications.

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Perlmutter, D. D. (2010). *Promotion and tenure confidential*. Cambridge, MA: Harvard University Press. ISBN 978-0-674-04878-2

Willingham, D. T. (2012). *When can you trust the experts? How to tell good science from bad in education*. Jossey-Bass: San Francisco, CA.

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)

Leadership and policy

- 5.1 Special education doctoral specialists will formulate goals, set and meet high professional expectations.
- 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.

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.

Course Objectives/Student Learning Outcomes

Successful students will...

1. develop fluency using 7th edition APA-style writing and documentation.
2. develop and present professional presentations to audiences with differing knowledge levels using written and/or visual materials.
3. interpret, critique, and apply results of research in education and related fields.
4. formulate goals, set and meet high professional expectations (DSE-DC 5.1).
5. formulate a philosophy of leadership administration concerning the provision of educational services for individuals with disabilities (DSE-DC 5.3).
6. plan collaborative endeavors with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families (DSE-DC 7.1).

Course Requirements

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

1. Professional Research Plan
 - a. Formulate questions to be investigated using a variety of research methods.
 - b. Identify ways in which the research questions relate to the extant literature and how results of empirical research can make contribution to extant literature.
 - c. Identify ways in which findings from similar empirical investigations have been disseminated to non-research audiences.
 - d. Propose ways in which findings can be disseminated to non-research audiences.
2. Professional Activity Plan
 - a. Develop a professional activity plan commensurate with an institution of higher education in one of the Carnegie Foundation classification codes and give three reasons for selecting the category for which the plan was developed.
3. Professional Service Plan
 - a. Identify three different professional service (e.g., professional organizations and/or university committee) activities commensurate with an institution of higher education in one of the Carnegie Foundation classification codes and give three reasons for selecting the category for which the plan was

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developed.

4. Curriculum Vitae
 - a. Create a professional curriculum vitae (CV) documenting work in research, teaching, and service
 - b. Include a written philosophy of leadership administration concerning the provision of educational services for individuals with disabilities
 - c. Submit CV for Peer Review and conduct Peer Review of other assigned CVs

Course Evaluation Method

Course Assignments	Points	% of Course Grade
1. Professional Research Plan	25	25
2. Professional Activity Plan	25	25
3. Professional Service Plan	25	25
4. Curriculum Vitae	25	25
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.

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

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will neither tolerate nor make concessions for "I thought I submitted it" or similar statements.

Grace Period. Generally, assignments are due on Friday (no later than 10:00 pm). The links will remain open an additional 48 hours after the specified due date. Your assignment is late after the specified due date, but you may submit it within the "grace period," which is within the additional 48 hours the links are still open. Once the assignment link has disappeared, the assignment cannot be submitted/made up unless you have a documentable University-approved reason. Please note that assignments submitted within the "grace period" are considered late, so do not rely on the grace period as your deadline. The grace period is there for insurance, in case you have an emergency and are unable to meet the specified deadline.

Late Work. You are 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

Students, as reflective decision-makers, choose to practice ethical behavior while planning and conducting seminar activities. Doctoral students are expected to demonstrate a professional demeanor in each seminar through regular attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the doctoral program. Doctoral students are also expected to demonstrate a professional demeanor when disseminating information to families and other professionals.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow

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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 dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Course Topical Outline

Week	Topic	Assignment
Week 1 LIVE	Research: Science: the good, bad and the ugly; Defining research and developing viable research questions	Read: Willingham, D. T. (2012). <i>When can you trust the experts? How to tell good science from bad in education</i> . Jossey-Bass: San Francisco, CA. Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. <i>Exceptional Children</i> , 71(2), 137-148.
Week 2 ASYNC CANVAS	Research: Protecting human subjects (participants)	Review the following forms from the IRB found at the accompanying link: <i>Form 100, Form 104, Form 106, Checklist 205</i> https://www.fau.edu/research-admin/research-integrity/human-subjects-irb/irb-forms-and-templates/

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Week	Topic	Assignment
		<u>Read:</u> Ceci, S. J., & Bruck, M. (n.d.). Do IRBs pass the minimal harm test? <i>Perspectives on Psychological Science</i>, 4(1), 28-29. Ceci, S. J., Peters, D., & Plotkin, J. (1985). Human subjects review, personal values, and the regulation of social science research. <i>American Psychologist</i>, 40(9), 994-1002. Fiske, S. T. (n.d.). Institutional review boards: From bane to benefit. <i>Perspectives on Psychological Science</i>, 4(1), 30-31. McDonald, K. E., Kidney, C. A., Nelms, S. L., Parker, M. R., Kimmel, A., & Keys, C. B. (2009). Including adults with intellectual disabilities in research: Scientists' perceptions of risks and protections. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 6(4), 244-252.
Week 3 ASYNCR CANVAS	Research: Method	<u>Read:</u> Mertens, D., & McLaughlin, J. (2004). <i>Research and evaluation methods in special education</i>. Thousand Oaks, CA: Sage Publications. Chapters 2-4 Idol, L. (2006). Toward inclusion of special education students in general education: A program evaluation of eight schools. <i>Remedial and Special Education</i>, 27(2), 77-94. (to accompany chapter 2)

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Week	Topic	Assignment
		Browder, D. M., Wakeman, S. Y., Spooner, F., Ahlgrim-Delzell, L., & Algozzine, B. (2006). Research on reading instruction for individuals with significant cognitive disabilities. <i>Exceptional Children</i>, 72(4), 392-408. (to accompany chapter 3) Shriner, J. G., Carty, S. J., Rose, C. A. Shogren, K. A., Kim, M. & Trach, J. S. (2012). Effects of using a web-based individualized education program, decision-making tutorial. <i>Journal of Special Education</i>, 47(3), 175-185. (to accompany chapter 4)
Week 4 ASYNC CANVAS	Research: More Method	<u>Read:</u> Mertens, D., & McLaughlin, J. (2004). <i>Research and evaluation methods in special education</i>. Thousand Oaks, CA: Sage Publications. Chapters 5-7, 10 Skiba, R. J., Poloni-Staudinger, L. Simmons, A. B., Feggins-Azziz, L., & Chung, C-G. (2005). Unproven links: Can poverty explain ethnic disproportionality in special education? <i>The Journal of Special Education</i>, 39(3), 130-144. (to accompany chapter 5) Bennett, K., Brady, M. P., Scott, J., Dukes, C., & Frain, M. (2010). The effects of covert audio coaching on the job performance of supported employees. <i>Focus on Autism and Other Developmental Disabilities</i>, 25(3), 173-185. (to accompany chapter 5)

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Week	Topic	Assignment
		Knotek, S. (2003). Bias in problem solving and the social process of student study teams: A qualitative investigation. <i>The Journal of Special Education</i>, 37(1), 2-14. (to accompany chapter 6) Hoffman, K. F., Huff, J. D., Patterson, A. S., & Nietfeld, J. L. (2009). Elementary teachers' use and perception of rewards in the classroom. <i>Teaching and Teacher Education</i>, 25, 843-849. (to accompany chapter 7)
Week 5 LIVE	Research: Developing ideas; Collecting, interpreting and using data.	<u>DUE:</u> Professional Research Plan <u>Read:</u> Mertens, D., & McLaughlin, J. (2004). <i>Research and evaluation methods in special education</i>. Thousand Oaks, CA: Sage Publications. Chapters 8-10 Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i>. Charles C. Thomas: Springfield, IL. Chapter 5
Week 6 ASYNC CANVAS	Teaching: Doctorate and career track; Academic job search	<u>Read:</u> Perlmutter, D. D. (2010). <i>Promotion and tenure confidential</i>. Cambridge, MA: Harvard University Press. ISBN 978-0-674-04878-2 Chapter 1-2
Week 7	Teaching:	<u>Read:</u>

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Week	Topic	Assignment
LIVE	Colleagues and academic culture	Perlmutter, D. D. (2010). <i>Promotion and tenure confidential</i> . Cambridge, MA: Harvard University Press. ISBN 978-0-674-04878-2 Chapter 3
Week 8 ASYN CANVAS	Teaching: Work-Life balance; Student relations	<u>Read:</u> Perlmutter, D. D. (2010). <i>Promotion and tenure confidential</i> . Cambridge, MA: Harvard University Press. ISBN 978-0-674-04878-2 Chapter 4-5
Week 9 ASYN CANVAS	Teaching: Class load & expectations	<u>DUE:</u> Professional Activity Plan <u>Read:</u> Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 4
Week 10 LIVE	Teaching: Steps to Tenure & Promotion	<u>Read:</u> Perlmutter, D. D. (2010). <i>Promotion and tenure confidential</i> . Cambridge, MA: Harvard University Press. ISBN 978-0-674-04878-2 Chapter 6 Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 8

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Week	Topic	Assignment
Week 11 ASYNC CANVAS	Service: Choosing the right institution	Read: Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 1-2
Week 12 ASYNC CANVAS	Service: Learning new institutional culture	DUE: Professional Service Plan Read: Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 3
Week 13 LIVE	Service: Department, College, and Uni service	DUE: Professional Curriculum Vitae due in class for <i>peer review</i> Read: Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 6
Week 14 ASYNC CANVAS	Service: Documenting your progress	Read: Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and</i>

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Week	Topic	Assignment
		<i>tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 7
Week 15 LIVE	Service: Being successful	<u>DUE:</u> Peer Review of Professional Curriculum Vitae due in class <u>Read:</u> Bakken, J. P. & Simpson, C. G. (2011). <i>A survival guide for new faculty members: Outlining the keys to success for promotion and tenure</i> . Charles C. Thomas: Springfield, IL. Chapter 9

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.

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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.
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~End~