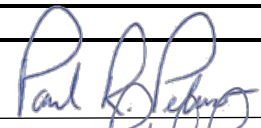
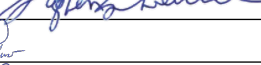
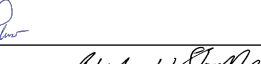
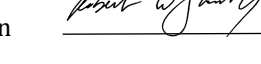


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department Special Education College Education (To obtain a course number, contact erudolph@fau.edu)			
Prefix EEX Number XXXX	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Doctoral Residency in Special Education	
Credits (See Definition of a Credit Hour) 3	Grading (Select One Option) Regular ☐ Sat/UnSat ☐	Course Description (Syllabus must be attached; see Template and Guidelines) Students work under the supervision of a faculty mentor to further college teaching experience or engage in a research apprenticeship.		
Effective Date (TERM & YEAR) Fall 2024				
Prerequisites Admission to doctoral program in Special Education, or by permission of the instructor. <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 N/A	Registration Controls (For example, Major, College, Level) N/A	
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 Readings are to be selected by the faculty mentor and doctoral student appropriate to the primary residency activity: college teaching or research.		
Faculty Contact/Email/Phone Charels Dukes/cdukes@fau.edu/561-297-3965		List/Attach comments from departments affected by new course CE, C&I, CSD, EDRM		

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 03/21/2024 03/21/2024 03/21/2024 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

EEX XXXX
Doctoral Residency in Special Education

Meeting Days/Times

3 credits

Semester, Year

Prof. XXX YYY

Office: XXXXXX Office hours: XXX

Classroom: XXXX

Telephone: 561-297-XXXX

Email: zzzzz@fau.edu

Course Description

Students work under the supervision of a faculty mentor to further college teaching experience or engage in a research apprenticeship.

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

Readings are to be selected by the faculty mentor and doctoral student appropriate to the primary residency activity: college teaching or research.

Supplementary/Recommended Readings

None

Required Technology/Software

Email: Your FAU email address will be used.

Computer: (Canvas©): All course materials are accessible via the Canvas platform asynchronously. Specific file formats are accepted in Canvas, mainly the Microsoft suite of programs. Unless otherwise specified, assignments are to be submitted in WORD (.docx or .doc), PDF (.pdf), or PowerPoint (.pptx, .ppt, or .mp4). The instructor cannot open assignments created using other programs (e.g., Google Docs, Pages,

Keynote). If you do not have access to Microsoft Office programs, which are the allowable file formats, please visit the Office 365 Section of the course site (see left menu), where these programs are accessible free of charge to FAU students.

Competencies on Which This Seminar Is Based

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

Content knowledge

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

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

The faculty mentor and doctoral students will collaboratively develop course objectives commensurate with the primary residency activity. Objectives should be guided by Doctoral Competencies in content knowledge or research and inquiry and focused on doctoral skill development in college teaching or research activities.

Course Requirements

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

1. **Research participation.** Doctoral students will engage in research-related activities for up to 10 hours a week. Activities may include development or evaluation projects (e.g., surveying current students or graduates, producing training materials, or working in support of a grant). This work will be supervised by the faculty mentor and might result in a publication, a presentation, a workshop, etc. For some projects, there may be some flexibility in meeting the 10-hour-per-week requirement. For example, students might be involved in a computer search for literature in support of a grant or research project; work could be done on or off campus.
2. **College teaching.** Doctoral students will serve as the sole instructor of an undergraduate course under the supervision of the faculty mentor. As instructor of record, students will be responsible for all tasks associated with preparing and delivering an undergraduate course. The faculty mentor will observe at least lesson presentations or modules, providing feedback. Doctoral students are required to meet with the faculty mentor on at least three occasions during the semester to discuss course-related issues.

Course Evaluation Method

Satisfactory/Unsatisfactory (S/U)

Assessment

To earn a satisfactory rating for research activities, a student must engage in an average of 10 hours of activities as evidenced by a log and engage in at least one research project (initiated by the faculty mentor or an independent project).

To earn a satisfactory rating for college teaching, doctoral students must prepare a Canvas site for the undergraduate course, deliver all instruction, assess students' work, and submit final grades.

Special Course Requirements

None

Course Policies

Policy on Makeup Tests, Late Work, and Incompletes

Due Dates. Consult the course site for all assignment due dates. You are urged to utilize this outline for tracking your assignment completion. Please note that you are responsible for ensuring that assignments are fully submitted to Canvas. The Instructor will neither tolerate nor make concessions for “I thought I submitted it” or similar statements.

Late Work. You are encouraged to “work ahead” to complete assignments based on your schedule. All assignment links are open from the beginning of the course but will close and disappear once the due date and grace period has elapsed. Please adhere strictly to ALL due dates, as late work will not be accepted outside of the grace period without a documentable University-approved reason for missing the deadline.

Grade disputes. Inquiries about grade disparity or grade “disputes” (e.g., clerical error, Canvas entry error, no grade entered) must be initiated within a week of the grade being posted in Canvas. These inquiries will not be entertained at the end of the semester (unless the grade in question was posted within the previous week). Do not wait until the semester is ending to “worry about your grade.”

Incomplete grades. The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with the consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course, but is unable to complete the course due to a documentable, University-approved reason.

Classroom Etiquette Policy

All students are expected to demonstrate [professional and ethical behavior](#) in class and in school environments. Professional behavior in class includes preparedness, punctuality with assignment submission, and active participation in all course activities. A student’s ability to cooperate and collaborate with colleagues and faculty in this course also demonstrates professionalism.

In addition, some information in this course will be sensitive by nature, so it is important that students demonstrate ethical behavior in the application of concepts and skills learned. Although no point value is applied to professionalism, point values equivalent to 1 letter grade may be deducted from the overall course grade of any student who continually neglects to demonstrate professional behaviors.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's [Student Code of Conduct](#) and/or the [Code of Academic Integrity](#).

Attendance Policy

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

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton,

Davie, and Jupiter –however, disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Sexual Misconduct Policy

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources, including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Counseling and Psychological Services (CAPS) Center

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

Course Topical Outline

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

Faculty mentor and doctoral students will develop a meeting schedule to discuss residency activities.

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~

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

Professor
Department of Counselor Education

Fellow, American Counseling Association

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

Statements of No Conflict
Special Education PHD Program Changes
March 2024

From: Charles Dukes <cdukes@fau.edu>
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**

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

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

777 Glades Rd.

Boca Raton, FL 33431

(561)297-3551

End