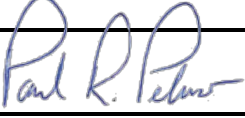
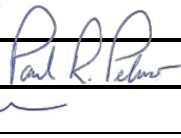
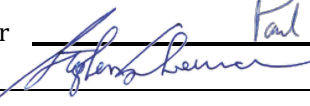
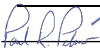
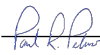



 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b> Special Education  <b>College</b> Education (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix</b> EEX  <b>Number</b> XXXX	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b>  Lecture	<b>Course Title</b>  Historical, Theoretical, and Legal Foundations of Special Education	
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> )  3	<b>Grading</b> (Select One Option)  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> ) This course examines the historical foundations, theoretical frameworks, legal policies, and current trends in special education. This course is designed for students to explore the principles of special education and the impact legislation and past policies have on current special education identification and programming. Students will also identify and recognize the basic learning and behavioral characteristics of students with disabilities, including those with learning disabilities, intellectual disabilities, autism and emotional behavioral disorders. The goal of the course is for students to acquire a background of the		
<b>Effective Date</b> (TERM & YEAR)  Fall 2024	<b>Prerequisites</b>  Admission to doctoral program in Special Education, or by permission of the instructor.			
<b>Prerequisites, Corequisites and Registration</b> Contact person for enrollment of course		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/>  Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		<b>Corequisites</b> N/A	<b>Registration Controls</b> (For example, Major, College, Level) N/A	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		<b>List textbook information in syllabus or here</b> Required readings are to be downloaded from FAU's library; all are available full text and free-of-charge through the library. All articles are listed in the syllabus.		
<b>Faculty Contact/Email/Phone</b>  Charles Dukes. cdukes@fau.edu 561-297-3965		<b>List/Attach comments from departments affected by new course</b>  COE Depts-CE, C&I, CSD, ELRM		

<b>Approved by</b> Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____	<b>Date</b> 3/6/24  3/13/24  3/19/2024 <b>03/21/2024</b>  <b>03/21/2024</b> <b>04/01/2024</b>  _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



EEX 7###  
Historical, Theoretical, and Legal Foundations  
of Special Education  
Meeting Days/Times  
3 credits  
Semester, Year  
Prof. XXXXXYYYYY  
Office: XXXXXX Office hours: XXXXXX  
Classroom: XXXX  
Telephone: 561-297-XXXX  
Email: [zzzzz@fau.edu](mailto:zzzzz@fau.edu)

#### Course Description

This course examines the historical foundations, theoretical frameworks, legal policies, and current trends in special education. This course is designed for students to explore the principles of special education and the impact legislation and past policies have on current special education identification and programming. Students will also identify and recognize the basic learning and behavioral characteristics of students with disabilities, including those with learning disabilities, intellectual disabilities, autism and emotional behavioral disorders. The goal of the course is for students to acquire a background of the theoretical and empirical research as a foundation for future investigation.

#### 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 instructor

#### Required 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.

#### 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

EEX 7####: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

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.

Competences on which this Course is Based

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

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.

Course Objectives/Student Learning Outcomes

Students will be able to:

1. Examine the historical trends and concepts that have contributed to the foundation of special education (DSE-DC 2.1)
2. Identify the legal and ethical principles that have related to the identification of students with disabilities to receive educational services (DSE-DC 2.1, 2.4)
3. Identify critical research and in turn specific programming for students with disabilities (DSE-DC 2.1, 2.4).
4. Summarize the various learning theories that have specific relevance to the areas of intellectual disabilities, learning disabilities, and emotional/behavioral disorders (DSE-DC 2.1, 2.4)
5. Identify how seminal research, legal policy, and current perspectives and theoretical frameworks have contributed to ongoing debates in the field of special education (DSE-DC 2.1, 2.4)
6. Identify important research in general special education including issues related to cultural and linguistic diversity (DSE-DC 2.3)
7. Demonstrate the ability to identify appropriate curricula and supports based on general and specialized curricula to support special education programming within a particular content area (DSE-DC 2.1)

8. Identify ways advocacy efforts have shaped the legislative policy impacting students with disabilities (DSE-DC 2.1, 2.3, 2.4)

### Course Requirements

1. Class Discussion Activities (#Sessions at 2 points each, 30% of grade) Specific application activities based on the weekly content will be utilized across 5 modules. Students will be given opportunities to develop and apply course content to ensure that course topics are fully understood. Discourse can be a powerful tool to promote understanding about a wide range of ideas. Class discussions should reflect the student's attempt to understand the material. All students are expected to read ALL materials assigned for that date prior to coming to class. The discourse should be dynamic and robust; thus, all students will be held responsible for posing questions and engaging in discussions (i.e., class participation). It is expected that each student will contribute to each class discussion. Class discussions should help students to: (a) *summarize* the material, (b) *understand* the material, (c) *draw conclusions* about the material, and (d) *evaluate* the material from a number of different perspectives. . (Course Objectives- CO1, 2, 3, 4, 6, 8)
2. Historical Foundations Presentation (30pts, 25% of course grade) Students will create and deliver an original presentation, or timeline, on the historical foundations of a specific disability category (e.g., learning disabilities, intellectual disabilities, or emotional/behavioral disorders). Include specific primary resources to support the evidence of your timeline. The presentation should include (a) clear identification of disability category (b) description with empirical support of at least 4 critical events prior to PL-94-142 and after PL 94-142. (CO 1, 2, 3, 4, 6, 8)
3. Review of Literature Paper (40 pts, 34% of grade): Students will systematically review literature (ROL) on a self-selected topic in special education. Topics may include a population (e.g., learning disabilities), instructional strategy (e.g., video modeling), behavior support technique (e.g., token economy), or another topic of interest. Students are required to complete a narrative ROL. For this type of review, findings from the literature are explored and explained using narrative across studies. For example, the results might include participant demographics, details on variables, and other aspects of studies to answer specific questions 'posed to the literature.' Students must complete a *Systematic Literature Review Matrix* (see example below) with study details and then compose a paper reporting introduction (including research questions), method, results, discussion, limitations, discussion, and implications for future inquiry. and reports the results in a paper. The ROL must adhere to standards for ROL outlined in the extant literature (Cummings et al., 2020) (CO 3, 4, 5, 6).

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

*Systematic Literature Review Matrix*

Database/Journal	Terms	Limiters	Relevant Results	Citation	Key Terms	Relevance (high, medium, low)

4. Discussion Leader (2 opportunities at 10 pts each; 16% of grade): Students will read chapters from the text and facilitate class discussions based on course readings. These discussions require each student to serve as a discussion leader for several sessions throughout the semester. The requirements for *Discussion Leader* are described below. (CO 3,4,5,6)

*Discussion Leader*

Class discussions are intended to assist students in synthesizing the information from the course readings. Each class session will be led by a Discussion Leader; the content of the class discussion is based on the assigned readings.

Discussion Leaders are expected to lead the class discussion and pose questions related to the content contained in the assigned readings. The instructor, as well as the rest of the class, will assist the Discussion Leader to facilitate a robust discussion about the content. Each student in this course will serve as discussion leader for several class sessions throughout the semester.

As discussion leader, students are expected to:

- a. Facilitate a discussion on the reading beginning with a *summary (no more than 10-minute)* of the reading(s), with the remaining time spent on implications and significance of the work. You may use a PowerPoint presentation to do this; however, PowerPoint is not required.
- b. Facilitate a discussion forum by providing *3-4 discussion questions* based on the reading(s). Students do not have to know the correct answer to the questions; however, discussion leaders are expected to guide/facilitate the ensuing conversation/discussion generated by each question.
- c. Create a *1-page (8.5"x 11") handout*, which reflects the discussion from class around the readings. The handout should provide: (a) brief summary of the reading and (b) critical notions about the reading.
- d. Students must *email a copy of the handout* to the instructor for *approval*, no later than 48 hours after serving as discussion leader; upon approval, students must email the handout to the entire class.
- e. *Post a copy of the handout* (to the Discussion Board of the course web site) no later than one week after serving as discussion leader.



EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

Course Evaluation Method & Grading Scale

Professor's strategies to evaluate student performance in this course:

- ☐ Student participation in class discussions and in class activities
- ☐ Feedback and analysis of historical foundations and contemporary issues presentation)
- ☐ Formative & Summative evaluation components (Class discussion activities, Discussion leader)

Course Assignments	Points	% of Course Grade
1. Class Application Activities (# @ 2 points each)	30	25
2. Historical Foundations Presentation	30	25
3. Review of Literature Paper	40	34
4. Discussion Leader Activity (2 at 10pts each)	20	16
Total	120	100%

Department Grading Scale

Scores are cumulative and the grade scale represents 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.

Instructor specific policies:

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

1. The course carries three (3) graduate credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. A minimum grade of B (not B-) is required in order to continue in the DSE PhD program.
4. All written assignments must follow the directions on the assignment for presentation.

## Course Policies

### Policies on Makeup, 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. Assignments submitted more than 3 days late will lose points. For example, for each day that it is turned in late, 5 points will be deducted from final assignment grade. *Assignments turned in more than 3 university calendar days late will not be accepted unless prior arrangements have been made.* Please communicate with instructor if unforeseen instances arise. Exceptions will be made at instructor's discretion.

*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. Professionalism is also demonstrated by a student's ability to cooperate and collaborate with colleagues and faculty in this course.

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

#### Counseling and Psychological Services (CAPS) Center

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

#### Disability Policy

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

Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/) or phone. Boca 561-297-3880; Davie 954-236-1222, or Jupiter- 561-799-8585. TTY: 711

#### Code of Academic Integrity

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

#### Sexual Misconduct Policy

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

## Course Topical Outline

Session Day/Date	Meeting Day/Time/Location	Topic/Reading	Assignments
1		<p><b>The special education field...</b></p> <p>Cook, B. G., &amp; Odom, S. L. (2013). Evidence-based practices and implementation science in special education. <i>Exceptional Children</i>, 79(2), 135–144.  <a href="https://doi.org/10.1177/001440291307900201">https://doi.org/10.1177/001440291307900201</a></p> <p>Cook, B., Buysse, V., Klingner, J., Landrum, T., McWilliam, R., Tankersley, M., &amp; Test, D. (2014). Council for Exceptional Children: Standards for evidence-based practices in special education. <i>Teaching Exceptional Children</i>, 46(6), 206–212.  <a href="https://doi.org/10.1177/0040059914531389">https://doi.org/10.1177/0040059914531389</a></p> <p>McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., &amp; Ziegler, D. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children &amp; CEEDAR Center</p> <p>Council for Exceptional Children. (2015). What every special educator must know: Professional ethics and standards. Arlington, VA: CEC. Retrieved from  <a href="https://exceptionalchildren.org/sites/default/files/2020-09/Initial%20Preparation%20Standards%20with%20Explanation.pdf">https://exceptionalchildren.org/sites/default/files/2020-09/Initial%20Preparation%20Standards%20with%20Explanation.pdf</a></p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		<p>Gerber, M. M. (2017). A history of special education. In J. Kauffman, D. Hallahan, and P. Pullen, (Eds.), <i>Handbook of Special Education</i> (2nd ed., pp. 3-15). Routledge: New York.  <a href="https://doi.org/10.4324/9780203837306.ch1">https://doi.org/10.4324/9780203837306.ch1</a></p> <p>Turnbull, R., &amp; Turnbull, A. (2015). Looking backward and framing the future for parents' aspirations for their children with disabilities. <i>Remedial and Special Education</i>, 36(1), 52-57.  <a href="https://doi.org/10.1177/0741932514553124">https://doi.org/10.1177/0741932514553124</a></p>	
2		<p><b>Historical Foundations</b></p> <p>Deno, E. (1970). Special education as developmental capital. <i>Exceptional Children</i>, 37(3), 229 – 237.  <a href="https://doi.org/10.1177/001440297003700306">https://doi.org/10.1177/001440297003700306</a></p> <p>Dunn, L. M. (1968). Special education for the mildly retarded: Is much of it justifiable? <i>Exceptional Children</i>, 35(1), 5-22.  <a href="https://doi.org/10.1177/001440296803500101">https://doi.org/10.1177/001440296803500101</a></p> <p>Edgar, E. (1987). Secondary programs in special education: Are many of them justifiable? <i>Exceptional Children</i>, 53(6), 555-561.  <a href="https://doi.org/10.1177/001440298705300610">https://doi.org/10.1177/001440298705300610</a></p> <p>Kauffman, J., &amp; Pullen, P. (1989). An historical perspective: A personal perspective on our history of service to mildly handicapped and at-risk students. <i>Remedial and Special Education</i>, 10(6), 12- 14.  <a href="https://doi.org/10.1177/074193258901000605">https://doi.org/10.1177/074193258901000605</a></p> <p>Wiederholt, L., &amp; Chamberlin, S. (1989). A critical analysis of resource</p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		programs. <i>Remedial and Special Education</i> , 10(6), 15-37. <a href="https://doi.org/10.1177/074193258901000606">https://doi.org/10.1177/074193258901000606</a>	
3		<p><b>Legal Foundations</b></p> <p>Yell, M. L., Katsiyannis, A., &amp; Bradley, M. R. (2017). The Individuals with Disabilities Education Act: The evolution of special education law. In J. Kauffman, D. Hallahan, and P. Pullen, (Eds), <i>Handbook of Special Education</i> (2nd ed., pp. 71-86). Routledge: New York.</p> <p>Annual Report to Congress</p> <p>Townsend Walker, B. L. (2014). Sixty years after Brown v. Board of Education: Legal and policy fictions in school desegregation, the Individuals with Disabilities Education Act, and No Child Left Behind. <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>, 14(2), 41-51. <a href="https://doi.org/10.56829/2158-396X.14.2.41">https://doi.org/10.56829/2158-396X.14.2.41</a></p> <p>Endrew Case</p> <p>Turnbull, H. R., Turnbull, A. P., &amp; Cooper, D. H. (2018). The Supreme Court, Endrew, and the appropriate education of students with disabilities. <i>Exceptional Children</i>, 84(2), 124–140. <a href="https://doi.org/10.1177/0014402917734150">https://doi.org/10.1177/0014402917734150</a></p> <p>Yell, M. L., &amp; Bateman, D. F. (2017). Endrew F. v. Douglas County School</p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		District(2017)FAPE and the U.S. Supreme Court. <i>Teaching Exceptional Children</i> , 50(1), 7–15. <a href="https://doi.org/10.1177/0040059917721116">https://doi.org/10.1177/0040059917721116</a>	
4		<p><b>Conceptions of Disability</b></p> <p>Baglieri, S., Valle, J.W, Connor, D. J., &amp; Gallagher, D. J. (2011). Disability studies in education: The need for a plurality of perspectives on disability. <i>Remedial and Special Education</i>, 32(4), 267-278.  <a href="https://doi.org/10.1177/0741932510362200">https://doi.org/10.1177/0741932510362200</a></p> <p>Anastasiou, D. &amp; Kauffman, J. M. (2011). A social constructionist approach to disability: Implications for special education. <i>Exceptional Children</i>, 77(3), 367 – 384.  <a href="https://doi.org/10.1177/001440291107700307">https://doi.org/10.1177/001440291107700307</a></p> <p>Gallagher, D. J., Connor, D. J., &amp; Ferri, B.A. (2014). Beyond the far too incessant schism: special education and the social model of disability. <i>International Journal of Inclusive Education</i>, 18(11), 1120 – 1142. <a href="https://doi.org/10.1080/13603116.2013.875599">https://doi.org/10.1080/13603116.2013.875599</a></p> <p>Hehir, T. (2002). Eliminating ableism in education. <i>Harvard Educational Review</i>, 72(1), 1-32.  <a href="https://doi.org/10.17763/haer.72.1.03866528702q2105">https://doi.org/10.17763/haer.72.1.03866528702q2105</a></p> <p>Gallagher, D. J., Connor, D. J., &amp; Ferri, B.A. (2014). Beyond the far too incessant schism: special education and the social model of disability. <i>International Journal of Inclusive Education</i>, 18(11), 1120 – 1142.  <a href="https://doi.org/10.1080/13603116.2013.875599">https://doi.org/10.1080/13603116.2013.875599</a></p> <p>Smart, J. F. &amp; Smart, D. W. (2006). Models of disability:</p>	



EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		<p>Implications  for the counseling profession. <i>Journal of Counseling and Development</i>, 84(1), 29 – 40.  <a href="https://doi.org/10.1002/j.1556-6678.2006.tb00377.x">https://doi.org/10.1002/j.1556-6678.2006.tb00377.x</a></p>	
5		<p><b>Disability &amp; Race</b>  Annamma, S. A., Connor, D., &amp; Ferri, B. (2013). Dis/ability critical race studies (DisCrit): Theorizing at the intersections of race and dis/ability. <i>Race Ethnicity and Education</i>, 16(1), 1–31.  <a href="https://doi.org/10.1080/13613324.2012.730511">https://doi.org/10.1080/13613324.2012.730511</a>  Beneke, M. R., &amp; Cheatham, G. A. (2020). Teacher candidates talking (but not talking) about dis/ability and race in preschool. <i>Journal of Literacy Research</i>, 52(3), 245-268.  <a href="https://doi.org/10.1177/1086296X20939561">https://doi.org/10.1177/1086296X20939561</a>  Erevelles, N., &amp; Minear, A. (2010). Unspeakable offenses: Untangling race and disability in discourses of intersectionality. <i>Journal of Literary &amp; Cultural Disability Studies</i>, 4(2), 127–145.  <a href="https://doi.org/10.3828/jlcds.2010.11">https://doi.org/10.3828/jlcds.2010.11</a>  Ferri, B. A., &amp; Connor, D. J. (2014). Talking (and not talking) about race, social class and dis/ability: Working margin to margin. <i>Race Ethnicity and Education</i>, 17(4), 471–493.  <a href="https://doi.org/10.1080/13613324.2014.911168">https://doi.org/10.1080/13613324.2014.911168</a></p>	
6		<p><b>Special Education and CLD</b>  Artiles, A.J. (2011). Toward an interdisciplinary understanding of educational equity and difference: The case of the racialization</p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		<p>of ability. <i>Educational Researcher</i>, 40(9), 431 – 445.  <a href="https://doi.org/10.3102/0013189X11429391">https://doi.org/10.3102/0013189X11429391</a></p> <p>Shores, K., Kim, J.E., &amp; Still, M. (2020). Categorical inequality in Black and White: Linking disproportionality across multiple educational outcomes. <i>American Educational Research Journal</i>, 57(5), 2089–2131.  <a href="https://doi.org/10.3102/0002831219900128">https://doi.org/10.3102/0002831219900128</a></p> <p>Sullivan, A.L. &amp; Osher, D. (2019). IDEA’s double bind: A synthesis of disproportionality policy interpretations. <i>Exceptional Children</i>, 85(4), 395 – 412. <a href="https://doi.org/10.1177/0014402918818047">https://doi.org/10.1177/0014402918818047</a></p>	
7		<p><b>What makes Special Education special?</b></p> <p>Fuchs, D., Fuchs, L. S., &amp; Stecker, P. M. (2010). The “blurring” of special education in a new continuum of general education placements and services. <i>Exceptional Children</i>, 76(3), 301 – 323. <a href="https://doi.org/10.1177/001440291007600304">https://doi.org/10.1177/001440291007600304</a></p> <p>Kauffman, J. M., Hallahan, D. P., Pullen, P. C., &amp; Badar, J. (2018). How &amp; why special education is often misunderstood. In Kauffman, J. M., Hallahan, D. P., Pullen, P. C., &amp; Badar, J. (Eds.), <i>Special education: What it is and why we need it</i> (2<sup>nd</sup> ed., pp. 1-21). New York: Routledge.</p> <p>McLaughlin, M.J. (2010). Evolving interpretations of educational equity and students with disabilities. <i>Exceptional Children</i>, 76(3), 265 – 278. <a href="https://doi.org/10.1177/001440291007600302">https://doi.org/10.1177/001440291007600302</a></p> <p>Zigmond, N. P., &amp; Kloo, A. (2017). General and special education are (and should be) different. In J. Kauffman, D. Hallahan, and P. Pullen,</p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		(Eds), <i>Handbook of Special Education</i> , (2 <sup>nd</sup> ed., pp. 169-181). Routledge: New York.	
8		<p>Where should special education occur? Inclusion</p> <p>Waitoller, F. R., &amp; Artiles, A. J. (2013). A decade of professional development research for inclusive education: A critical review and notes for a research program. <i>Review of educational research</i>, 83(3), 319-356. <a href="https://doi.org/10.3102/0034654313483905">https://doi.org/10.3102/0034654313483905</a></p> <p>Will, M. C. (1986). Educating children with learning problems: A shared responsibility. <i>Exceptional Children</i>, 52(5), 411–415. <a href="https://doi.org/10.1177/001440298605200502">https://doi.org/10.1177/001440298605200502</a></p> <p>Williamson, P., Hoppey, D., McLeskey, J., Bergmann, E., &amp; Moore, H. (2020). Trends in LRE placement rates over the past 25 years. <i>The Journal of Special Education</i>, 53(4), 236–244. <a href="https://doi.org/10.1177/0022466919855052">https://doi.org/10.1177/0022466919855052</a></p> <p>Zigmond, N. (2003). Where should students with disabilities receive</p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		<p>special education services?: Is one place better than another?.  <i>The Journal of Special Education</i>, 37(3), 193 – 199.  <a href="https://doi.org/10.1177/00224669030370030901">https://doi.org/10.1177/00224669030370030901</a></p>	
9		<p><b>Where should special education occur?</b></p> <p>Epps, S., &amp; Tindal, G. (1988). The effectiveness of differential programming in serving students with mild handicaps: Placement options and instructional programming. In M.C. Wang, M.C. Reynolds, &amp; H.J. Walberg (Eds.), <i>Handbook of special education</i>. Vol. 1. Learner characteristics and adaptive education (pp. 213–248). Oxford, England: Pergamon Press.</p> <p>Wang, M., &amp; Birch, J. (1984). Comparison of a full-time mainstreaming program and a resource room approach. <i>Exceptional Children</i>, 51(1), 33-40. <a href="https://doi.org/10.1177/001440298405100105">https://doi.org/10.1177/001440298405100105</a></p>	
10		<p><b>How should special education be practiced? Best Practices</b></p> <p>Cook, B. G., Collins, L. W., Cook, S. C., &amp; Cook, L. (2019). Evidence-based reviews: How evidence-based practices are systematically identified. <i>Learning Disabilities Research &amp; Practice</i>, 35(1), 6-13. <a href="https://doi.org/10.1111/ldrp.12213">https://doi.org/10.1111/ldrp.12213</a></p> <p>Cook, B. G., Cook, L., &amp; Landrum, T. J. (2013). Moving research into practice” Can we make dissemination stick? <i>Exceptional Children</i>, 79(2), 163-180.  <a href="http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf">http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf</a></p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		<p>McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., &amp; Zigler, D. (2017, January). <i>High-leverage practices in special education</i>. Arlington, VA: Council for Exceptional Children &amp; CEEDAR Center.</p> <p>Riccomini, P. J., Morano, S., &amp; Hughes, C. A. (2017). Big ideas in special education: Specially designed instruction, high- leverage practices, explicit instruction, &amp; intensive instruction. <i>Teaching Exceptional Children</i>, 50(1), 21-27  <a href="https://doi.org/10.1177/0040059917724412">https://doi.org/10.1177/0040059917724412</a></p>	
11		<p><b>How should special education be practiced? Focus: Learning Disabilities</b></p> <p>Vaughn, S. &amp; Linan-Thompson, S. (2003). What is special about special education for students with learning disabilities? <i>Journal of Special Education</i>, 37(3), 140-147.  <a href="https://doi.org/10.1177/00224669030370030301">https://doi.org/10.1177/00224669030370030301</a></p>	
12		<p><b>How should special education be practiced? Focus: Intellectual Disabilities &amp; ASD</b></p> <p>Browder, D. M. &amp; Cooper-Duffy, K. (2003). Evidence-based practices for students with severe disabilities and the requirement for accountability in “No Child Left Behind.” <i>Journal of Special Education</i>, 37(3), 157-163.  <a href="https://doi.org/10.1177/00224669030370030501">https://doi.org/10.1177/00224669030370030501</a></p>	
13		<p><b>How should special education be practiced? Focus: Emotional Behavioral Disorders</b></p>	

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

		Landrum, T. J., Tankersley, M., & Kauffman, J. M. (2003). What is special about special education for students with emotional or behavioral disorders? <i>Journal of Special Education</i> , 37(3), 148 – 156. <a href="https://doi.org/10.1177/00224669030370030401">https://doi.org/10.1177/00224669030370030401</a>	
14		<b>Advocacy: Parents, Families in Advocacy Efforts</b>  Rossetti, Z., Burke, M. M., Hughes, O., Schraml-Block, K., Rivera, J. I., Rios, K., Aleman Tovar, J., & Lee, J. D. (2021). Parent perceptions of the advocacy expectation in special education. <i>Exceptional Children</i> , 87(4), 438 – 457. <a href="https://doi.org/10.1177/0014402921994095">https://doi.org/10.1177/0014402921994095</a>  Turnbull, H. R., Shogren, K. A., & Turnbull, A. P. (2017). Evolution of the parent movement. In J. Kauffman, D. Hallahan, and P. Pullen, (Eds.), <i>Handbook of Special Education</i> , Routledge: New York.	
15		Student presentations	



## Appendix A: Rubric

### 1. Assignment: Contemporary Issues Presentation:

EEX 7### Contemporary Issues Presentation					
	Exemplary (9-8 pts)	Satisfactory (7-6pts)	Emerging (5-4 pt)	Unsatisfactory (3-1 pts)	No Submission (0 pt)
Disability & Topic (DSE-DC 2.1)	Presentation clearly defines one specific disability area and a clearly defined topic to investigate. Rationale is supported by clear empirical research.	Presentation defines one specific disability area with a defined topic. Rationale has some research to support.	Presentation has a disability area but the link to the topic is unclear. Lacking research to support.	Assignment is: missing a significant part of the requirements such as not having a defined disability category or topic.	Did not attempt/include this section; and, or failed to submit/submit on time.
Research Question & Problem (DSE-DC 2.1,2.4)	Research topic aligns to research question. The research question will clearly align to the disability topic and will answer the problem. Need or	Research topic aligns to research question. The research question will clearly align to the disability topic and will answer the problem.	Research question is not clearly aligned to topic or disability area. Research question is vague.	Assignment is: missing significant content as described in the Satisfactory column; not in the required format; and/or,	Did not attempt/include this section; and, or failed to submit/submit on time.

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

EEX 7### Contemporary Issues Presentation					
	Exemplary (9-8 pts)	Satisfactory (7-6pts)	Emerging (5-4 pt)	Unsatisfactory (3-1 pts)	No Submission (0 pt)
	rationale statement is included.			not clearly written.	
Literature Review (DSE-DC 2.1,2.3,2.4)	At least 5+ empirical studies are appropriately summarized and cited to answer the research question. The presentation brings together the current knowledge in a coherent manner, creating a synthesis of the literature.	Empirical studies (5) are included and summarized. The research questions are answered and are clearly aligned to the topic and question.	Less than 5 studies are used to answer the research question. Response is not clear and summary is lacking in content.	Submission is: missing significant content as described in the Satisfactory column; not in the required format; and/or, not clearly written.	Did not attempt/include this section; and, or failed to submit/submit on time.
Presentation (up to 3pts)	Presentation is engaging and includes graphics. No errors. APA references in	Presentation is clear and includes graphics. APA references <i>mostly</i> adhere to the most recent APA	Presentation is lacking graphics and is difficult to follow. APA references. <i>Loosely</i> adhere to	Presentation is not clear and is lacking critical information. APA references <i>do not</i> adhere	Did not attempt/include this section; and, or failed to

EEX 7###: Historical, Theoretical, and Legal Foundations of Special Education  
Year/Semester  
Professor XXX

EEX 7### Contemporary Issues Presentation					
	Exemplary (9-8 pts)	Satisfactory (7-6pts)	Emerging (5-4 pt)	Unsatisfactory (3-1 pts)	No Submission (0 pt)
	correct format are included.	guidelines; and/or no more than 2 writing errors.	the most recent APA guidelines; and/or no more than 3 writing errors.	to/reflect the most recent APA guidelines; and/or contains 4 or more writing errors.	submit/submit on time.
Total: /40pts					

## Appendix B: Guidelines Used in Developing Course Objectives Department of Special Education Doctoral Program Competency Areas

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

### 1.0 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.
- 1.2 Special education doctoral level professionals will appraise specialized instructional approaches regarding theoretical foundations, practical applications, and efficacy research.
- 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.
- 1.4 Special education doctoral level professionals will conceptualize the planning, formulation, implementation, and assessment of general and special education programs in rural, suburban, and urban areas.

### 2.0 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.

### 3.0 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.
- 3.2 Special education doctoral level professionals will develop and implement curriculum development, instructional strategies, administrative and instructional technology in general and special education.
- 3.3 Special education doctoral level professionals will manage the process of putting evidence-based interventions to scale.
- 3.4 Special education doctoral level professionals will develop and evaluate a broad range of learning experiences for individuals with disabilities.

#### 4.0 Research and Inquiry

- 4.1 Special education doctoral level professionals will conduct, evaluate, and use scientific research to guide ethical professional practice.
- 4.2 Special education doctoral level professionals 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 level professionals 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 level professionals will formulate goals, set and meet high professional expectations.
- 5.2 Special education doctoral level professionals will advocate for effective policies and evidence-based practices to create positive and productive work environments.
- 5.3 Special education doctoral level professionals will formulate a philosophy of leadership administration concerning 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 level professionals will implement professional ethical principles and practice standards to respond effectively to diverse constituents.
- 6.2 Special education doctoral level professionals will demonstrate a personal commitment to individuals with disabilities.

- 6.3 Special education doctoral specialists will engage in advocacy activities on behalf of students with disabilities and their families.

#### 7.0 Collaboration

- 7.1 Special education doctoral level professionals will plan collaborative endeavors with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.
- 7.2 Special education doctoral level professionals 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](mailto:ppeluso@fau.edu)>  
**Sent:** Thursday, February 22, 2024 3:15 PM  
**To:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>; Carman Gill <[gillc@fau.edu](mailto:gillc@fau.edu)>; Charles Dukes <[cdukes@fau.edu](mailto:cdukes@fau.edu)>; Dale Williams <[DWILLIAM@health.fau.edu](mailto:DWILLIAM@health.fau.edu)>  
**Subject:** Fw: PhD SPED changes-chair input

Colleagues,

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

**Program change.**

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

**Course revisions and new courses.**

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

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

**2. New Courses**

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

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

Many thanks,

-Paul

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

Interim Chair  
Department of Special Education

Professor  
Department of Counselor Education

Fellow, American Counseling Association

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

\*\*\*\*

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

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

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

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

\*\*\*\*

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

No conflicts with CSD.

Dale Williams, Chair  
Communication Sciences and Disorders

\*\*\*\*

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

No conflicts here.

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

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

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\*\*\*\*

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

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

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

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

No conflicts with ELRM. RS

Robert Shockley, Chair

Educational Leadership and Research Methodology

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\*\*\*\*

**End**