



Name: Anna Luci Wymer

Submission Date: 11/12/2014



Organization: Admin Affairs & Graduate Education

Course Catalog Update[<< Go back to Course Catalog Update form](#)**Print**

Course Catalog Update Information:

STU0004

Reference Number: CCU007678**Date:** 02-OCT-14**Level:** 2.00 of 2.00**Currently On The Worklist Of:** Catherine Hackney,
chackne1**Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data
Change type: Establish
Faculty member submitting this proposal: shwebb
Requested Effective Term: 201580
Campus: Kent
College: EH-Education, Health and Human Services
Department: LDES-Lifespan Development and Educational Sciences
Course Subject: SPED-Special Education
Course Number: 80001
Course Title: Special Education Residency
Title Abbreviation: SPED Residency
Slash Course and Cross-list Information:
Credit Hours
Minimum Credit/Maximum Credit: 3 to 3
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3
Contact Hours: Lab - Minimum Hours/Maximum Hours:
Contact Hours: Other - Minimum Hours/Maximum Hours:
Attributes
Is this course part of the LER, WIC or Diversity requirements: No
If yes, course attributes: 1. 2. 3.
Can this course be repeated for credit: No Repeat
Course Limit: 3
OR Maximum Hours: 3
Course Level: Graduate
Grade Rule: C-Standard letter-in progress (IP)
Rationale for an IP grade request for this course (if applicable): Student will be able to complete the course requirements beyond the constraints of the semester if needed.
Schedule Type(s): 1. LEC-Lecture 2. 3.
Credit by Exam: N-Credit by exam-not approved
Prerequisites & Descriptions
Current Prerequisite/Corequisite/Catalog Description:
Catalog Description (edited): Special Education Residency is designed to provide beginning SPED doctoral students skills and knowledge in the following global areas: information literacy and plagiarism, basic APA style writing and building a writing routine. Additionally, the course will prepare students in the following SPED specific areas: effectively synthesizing intervention based empirical research, establishing a line of inquiry in the disability related fields, and developing a CV for disability related positions in Higher Education. Overall, the course will help students to understand life in academia during the doctoral studies in SPED and life after graduation conducting timely SPED research and teaching SPED content (e.g., institutional differences for SPED higher education jobs, tenure, work and life balance, time management, etc).
Prerequisites (edited): Doctoral Standing
Corequisites (edited): none
Registration is by special approval only: No
Content Information
Content Outline:

Content Hours per Course Topic	Topic Description
1	Organizing Timelines and Setting Goals Assignment according to the SPED doctoral program
3	Learning to rate SPED Literature Reviews according to quality indicators
10	Synthesis of Intervention Based Research Assignment
3	Curriculum Vitae Prep for SPED Higher Ed Positions
5	Electronic Portfolio for SPED Careers
5	Electronic poster presentation
10	Special Readings
5	APA
3	Presentations

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: We will use reading material from a variety of resources.

Writing Expectations: The writing expectations include APA style organization and synthesizing research.

Instructor(s) expected to teach: shwebb

Instructor(s) contributing to content: Brian Barber and Ching-I Chen

Proposal Summary

Explain the purpose for this proposal:

The topic has been offered as a variable-titled seminar, but now the SPED program wants to establish the course as a regular and required doctoral level course. Learning outcomes: Upon completion of the course, students will be able to: conduct comprehensive searches with the KSU online databases specific to special education, synthesize special education and intervention based empirical research, organize and articulate a research idea, utilize APA style writing, have an outline for a CV and electronic portfolio, understand the expectations for a SPED PhD degree, and understand the various resources available for doctoral studies at KSU. In-class activities: Lectures, small group activities, discussions, and presentations Out-of-class activities: Reading assignments, writing assignments, synthesis assignments, CV development, portfolio development, and utilizing campus resources.

Explain how this proposal affects program requirements and students in your unit:

The seminar course is currently required for the doctoral program.

Explain how this proposal affects courses, program requirements and student in other units:

No impact to other programs.

Explain how this proposal affects enrollment and staffing:

The course will be staffed by SPED faculty.

Units consulted (other departments, programs or campuses affected by the proposal):

No impact to other programs.

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

Comments:

Date	User	Comment
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11/12/2014	Susan M. Augustine	approved by LDES SCC on November 5, 2014
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History:

Date	User	Status
11/12/2014	Susan M. Augustine	Approved
11/12/2014	Sanna M Harjusola-Webb	Submitted