



Name: Anna Luci Wymer

Submission Date: 11/14/2014



Organization: Admin Affairs & Graduate Education

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

Course Catalog Update Information:

STU0004

Reference Number: CCU007812**Date:** 23-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: Barber
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: 80005
Course Title: Empirical Investigations in Special Education
Title Abbreviation: Investigations in SPED
Slash Course and Cross-list Information: None
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:
OR Maximum Hours:
Course Level: Graduate
Grade Rule: G-Satisfactory/unsatisfactory (S/U)-in progress (IP)
Rationale for an IP grade request for this course (if applicable): Students will be able to complete final course requirements (i.e., research proposal) beyond the final semester date if instructor finds that revisions are necessary. The culminating project must be accepted by the instructor and the student's identified faculty advisor prior to receiving a grade in lieu of an IP.
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): The course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding them in the context of special education research. Students will review and analyze quality indicators for special education research, critique select special education research literature, and develop a preliminary research proposal.
Prerequisites (edited): Doctoral standing SPED 80002
Corequisites (edited): None
Registration is by special approval only: No
Content Information
Content Outline:

Content Hours per Course Topic	Topic Description
3	-Introductions -Review of Syllabus - Course Overview
3	-What defines good educational research? -What are some of the most pressing research issues in special education? What are some of the most well researched areas? -What is the research topic you intend to pursue? Why is your topic important in light of what you have read about good educational research?
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3	-Developing a Method Section
3	Group # 1: Group Experimental Designs in Special Education Research
3	No formal class meeting Work on literature review, refining guidingresearch questions, and preliminary methods
3	Methodological issues in experimental designs -Randomization, manipulation, control -Treatment fidelity -Statistical, practical, and clinical significance - Effect sizes, confidence intervals, confidence intervals for effect sizes
3	Group #2: Correlational Designs in Special Education Research
3	Group #3: Single-- Subject Experimental Designs in Special Education Research
3	Group #4: Qualitative Designs in Special Education Research
3	Group #5: Treatment Fidelity & Practical Adaptations
3	Group #6: Social Validity and Sustainability of Practice
3	Completing an IRB Proposal -Proposal Presentations
3	Proposal Presentations, Critical Discussion and Feedback
3	Proposal Presentations, Critical Discussion and Feedback

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: Glatthorn, A., & Joyner, R. (2006). Writing the winning thesis or dissertation: A step-by-step guide. Thousand Oaks, CA: Corwin. Shavelson, R. J., & Towne, L. (2002). Scientific research in education. The National Academies Press: Washington, D.C.

Writing Expectations: Students will be expected to develop the following written products: Mini research proposal, Research proposal, Manuscript reviews, Dissertation analysis

Instructor(s) expected to teach: Barber

Instructor(s) contributing to content: Barber, Harjusola-Webb

Proposal Summary

Explain the purpose for this proposal:

This proposal is intended to establish a core doctoral course designed to help students learn to craft viable research questions and identify methodologies for studying those questions. Specifically, students will learn how to synthesize, organize and critically analyze the literature to in order to develop a viable research question. In addition, students will learn how to identify appropriate research designs to support the study of particular research questions. The following course objectives emanate from our program mission: By the end of the course, learners will be able to: 1. apply indicators of special education research quality when analyzing research papers and drawing conclusions about their quality. 2. use knowledge and skills related to research design to examine and evaluate special education research involving group experimental, single-subject experimental, correlational, and qualitative designs. 3. select a topical area in special education, critically examine the research literature, and generate/refine research questions based on the literature review. 4. generate researchguiding questions and select appropriate designs and methods. 5. synthesize, critique, present, and write about research in special education. 6. write a research proposal by a. describing key aspects of the proposal process, b. identifying relevant research topics and writing a focused guidingresearch question, c. writing a rationale and introductory material appropriate for inclusion in a proposal, d. conducting a comprehensive and integrated review of the literature, and e. developing and writing a comprehensive method section. 7. present and defend a research proposal for peer review and feedback. Course Requirements (In Class): Class participation - Class participation will be evaluated by the course instructor in terms of (a) the degree to which the student is knowledgeable of the content of all required readings, (b) insightfulness of questions and comments during class discussions, and (c) ability to follow group discussion and contribute effectively to class discourse. Group presentations will also be part of class participation. Research proposal presentation - This presentation should include an introduction to the student's study (that builds the rationale), a clear statement of purpose, research questions (at least initial guiding ones if qualitative), methodology, and guiding assumptions (especially if qualitative). This presentation is a last opportunity to present ideas and receive feedback from the student's classmates. It also will help to determine the clarity of student's ideas. Course Requirements (Out of Class): Research profile assignment - This paper should be brief, not more than 1 page single-spaced (or 2 pages double-spaced). Students should outline the research questions they are considering, a one-paragraph rationale, and the assumptions underlying their questions. Mini research proposal - This paper should help students to further their research proposal. The mini proposal should be a 4 to 5 page synopsis of the intended study. Students need to provide a working title, intent of the study, guiding research questions, potential context for the study, some background on why the study is important, and brief description of methodology to be used. Research proposal - Students will develop a research proposal that is no more than 20-25 pages (double-spaced, references not included in this page limit). If this proposal is intended to provide a basis for the student's dissertation, they must show that they are working with their major advisor to develop the research idea. In developing a research proposal, students must provide a rationale for the study (which includes a mini literature review), clear statement of the problem, resear DATA TRUNCATED DATA TRUNCATED DATA TRUNCATED

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

The proposed course will be used in lieu of independent investigations that cover similar topics currently provided on an individual basis. The major product of this course is intended as a basis for, or initial draft of a students' dissertation proposal per the discretion of the student's committee.

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:

This course will be staffed by tenure-track and tenured 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: (~ * / \ --)

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Comments:

Date	User	Comment
11/13/2014	Susan M. Augustine	Approved per Mary Dellmann-Jenkins 11-13-2014

History:

Date	User	Status
11/13/2014	Susan M. Augustine	Approved
11/13/2014	Brian R Barber	Submitted