

# EDEX 753 Research Seminar in Special Education-CrsRvs-2016-09-12

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Contact Person*</b>	Becky Knickelbein	<b>Contact Email*</b>	bknick@iup.edu
<b>Proposing Department/Unit*</b>	Comm. Disord., Spec. Ed. & Dis. Serv.	<b>Contact Phone*</b>	724.357.5678

<b>Course Level*</b>	graduate-level
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Course Revisions	
<b>(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)</b>	
Category A:  catalog_desc_change	Category B:  course_revision distance-education  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised/deleted:*</b>	This course is being revised to more accurately reflect the current focus on single subject and group designs most often utilized in special education research.
<b>(B) University Senate Summary of Rationale*</b>	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i>  The course is being revised to better reflect an updated focus on qualitative single subject and group methods. These methods are often indicated in studies involving low-incidence populations related to specific disability categories.

<b>(C) Implications of the change on the program, other programs and the Students:*</b>	None
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Current Course Information*	Proposed Changes
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Category A			
(D) Curr ent Pref ix*	EDEX	Propo sed Prefix	
(E) Curr ent Num ber r*	753	Propo sed Num ber	
(F) Curr ent Cou rse Title*	Research Seminar in Special Education	Propo sed Cours e Title	
(G) Prer equi site (s)	none	Propo sed Prereq uisite (s)	
(H) Curr ent Cata log Des crip tion	This course focuses on current research in special education. The emphasis will include critical analysis of research, classroom applications of research, and development of applied research in classroom settings. The focus of the research will include effective practices for providing academic and social skills instruction for students with disabilities.	Propo sed Catalo g Descri ption	Focuses on current research in special education, including the use of qualitative methods including single subject and group designs. The emphasis will include critical analysis of research, classroom applications of research, and development of applied research in classroom settings. The focus of the research will include effective practices for providing academic and social skills instruction for students with disabilities.

*If changing Category A, no further action required.*

Category B (if no change, leave blank)			
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(I) Nu mber of Cre dits	Class Hours:3  Lab Hours:0  Credits:3	Propo sed Num ber of Credits	Class Hours:  Lab Hours:  Credits:
(J) Curr ent Cou rse  (S tude nt Lear ning)  O utco mes	As a result of taking this course the students will be able to: <ol style="list-style-type: none"> <li>1. describe the tenets of best practice in educational research.</li> <li>2. design valid and reliable research methods for classroom use.</li> <li>3. differentiate between types of educational research and the appropriate use of each type.</li> <li>4. critically analyze current research studies in special education.</li> <li>5. identify appropriate application of research in the classroom.</li> <li>6. write the basic components of an empirical research report.</li> <li>7. describe the appropriate application of qualitative research in the educational setting</li> <li>8. describe the appropriate application of quantitative research in the educational setting.</li> <li>9. describe the appropriate application of single subject design in the educational setting.</li> <li>10. identify and explain unique ethical concerns in working with special needs populations when interpreting or conducting research.</li> </ol>	Propo sed Course  (Stude nt Learni ng)  Outco mes	The student will be able to <ol style="list-style-type: none"> <li>1. match appropriate qualitative research methodology to the study of special education topics conducted in the educational setting</li> <li>2. apply the ethical principles required when working with vulnerable populations in the research process</li> <li>3. formulate research questions and hypotheses related to special education</li> <li>4. synthesize current research study results to inform future research topics related to special education</li> <li>5. design a single subject research project related to special education for use in the educational setting</li> <li>6. design a group research project related to special education for use in the educational setting</li> <li>7. apply the appropriate data analysis methods to the qualitative data gathered</li> <li>8. evaluate the usefulness and application of research results into practice in the educational setting</li> </ol>

(K) Dual Listed Courses Only:  List Current Learning  Outcomes for the  Higher- Level Course		Dual Listed Courses Only:  List Proposed Learning  Outcomes for the  Higher- Level Course	
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<p><b>(L) Brief Course Outline</b></p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <p>Introduction</p> <p>Variables and hypotheses</p> <p>Structuring a research report</p> <p>Research objectives</p> <p>Qualitative research</p> <p>Literature review</p> <p>Validity</p> <p>Qualitative research methods</p> <p>Qualitative research results and discussion</p> <p>Single subject designs</p> <p>Single subjects methods</p> <p>Independent research</p> <p>Single subjects results and discussion;</p> <p>Ethical issues</p> <p>Group designs, questions and methods</p> <p>Group designs, results and discussion</p> <p>Composing and evaluating</p> <p>Research into practice</p>	<p><b>Brief Course Outline</b></p> <p>For each outcome, describe how the outcome will be achieved</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <p>Introduction to Qualitative Research</p> <p>Issues Related to Working with Vulnerable Subjects</p> <ul style="list-style-type: none"> <li>• IRB Procedures</li> <li>• Students with Special Needs</li> </ul> <p>Formulating Research Questions and Hypotheses Related to Special Education</p> <p>Synthesizing Current Research Studies to Inform Future Research and Methodology</p> <p>Issues of Validity and Reliability in Qualitative Methods used in the Educational Setting</p> <p>Single Subject Designs</p> <ul style="list-style-type: none"> <li>• Withdrawal/reversal Design</li> <li>• Multiple Baseline Design</li> <li>• Alternating Treatments Design</li> </ul> <p>Single Subjects Results and Discussion</p> <ul style="list-style-type: none"> <li>• Evaluation of interventions</li> <li>• Display of Data</li> </ul> <p>Group Designs</p> <ul style="list-style-type: none"> <li>• Independent Group Design</li> <li>• Parallel Group Design</li> <li>• Matching Group Design</li> </ul> <p>Group Design Results and Discussion</p> <ul style="list-style-type: none"> <li>• Evaluation of interventions</li> <li>• Display of Data</li> </ul> <p>Research Into Practice</p>
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## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p>distance-education</p>
<p><b>Course Prefix /Number</b></p>	<p>EDEX 753</p>
<p><b>Course Title</b></p>	<p>Research Seminar in Special Education</p>
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<p><b>Brief Course Outline</b></p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Introduction to Qualitative Research</p> <p>Issues Related to Working with Vulnerable Subjects</p> <ul style="list-style-type: none"> <li>• IRB Procedures</li> <li>• Students with Special Needs</li> </ul> <p>Formulating Research Questions and Hypotheses Related to Special Education</p> <p>Synthesizing Current Research Studies to Inform Future Research and Methodology</p> <p>Issues of Validity and Reliability in Qualitative Methods used in the Educational Setting</p> <p>Single Subject Designs</p> <ul style="list-style-type: none"> <li>• Withdrawal/reversal Design</li> <li>• Multiple Baseline Design</li> <li>• Alternating Treatments Design</li> </ul> <p>Single Subjects Results and Discussion</p> <ul style="list-style-type: none"> <li>• Evaluation of interventions</li> <li>• Display of Data</li> </ul> <p>Group Designs</p> <ul style="list-style-type: none"> <li>• Independent Group Design</li> <li>• Parallel Group Design</li> <li>• Matching Group Design</li> </ul> <p>Group Design Results and Discussion</p> <ul style="list-style-type: none"> <li>• Evaluation of interventions</li> <li>• Display of Data</li> </ul> <p>Research Into Practice</p>
<p><b>Rationale for Proposal (Required Questions from CBA)</b></p>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	<p>Dr. Knickelbein has previously taught EDEX 750 and 752 as distance education courses using both Moodle and D2L. These courses are offered in the spring semester and during the summer, so they have been delivered multiple times, and revised and updated each time they are offered. Both of these courses were designed by Dr. Knickelbein, so she has experience developing new courses for online delivery at the graduate level. In addition to teaching these courses as distance education only, she regularly uses D2L as a repository for face-to-face courses. Dr. Knickelbein is a certified school psychologist, holds a doctorate in Special Education and continues to conduct research in the educational setting.</p>

<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	<p>Outcome Covered:</p> <p>The student will be able to</p> <ol style="list-style-type: none"> <li>1. match appropriate methodology used in qualitative research to the study of special education topics conducted in the educational setting</li> <li>2. apply the ethical principal required when working with vulnerable populations in the research process</li> <li>3. formulate research questions and hypotheses related to special education</li> <li>4. synthesize current research study results to inform future research topics related to special education</li> <li>5. design a single subject research project related to special education for use in the educational setting</li> <li>6. design a group research project related to special education for use in the educational setting</li> <li>7. apply the appropriate data analysis methods to the qualitative data gathered</li> <li>8. evaluate the usefulness and application of research results into practice in the educational setting</li> </ol>	<p>How Outcome is Achieved</p> <ol style="list-style-type: none"> <li>1. Discussion board vignette response, Quiz #1</li> <li>2. Discussion board vignette response, mock IRB Quiz #2</li> <li>3.Original examples of research questions (Chapter 1 of mini proposals)</li> <li>4. Literature review assignment (Chapter 2 of mini proposal)</li> <li>5. Description of one type of single subject methodology (Chapter 3 of mini proposal #1)</li> <li>6. Description of one type of qualitative group design methodology (Chapter 3 of mini proposal #2)</li> <li>7. Discussion board vignette Quiz #3</li> <li>8. Discussion board vignette response</li> </ol> <p>Examples of practical application</p>
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<p>Interactions between instructor and student will occur via specific feedback on all products and quizzes, discussion board posting and responses, consistent use of the "News" function for large group communication. Email will also be used for individual conversations.</p> <p>Student interactions will occur via the discussion board which will include discourse regarding specific vignettes and an additional open board on each module for discussion of any other topics of interest. This is also another mode of responding to student questions that could be helpful to the entire class.</p>	
<p><b>How will student achievement be evaluated?</b></p>	<p>Student achievement will be evaluated via several assignments throughout the course. These graded items will have a rubric posted and returned to them with detailed feedback. Assignments will be submitted to a drop box by specified dates.</p> <ol style="list-style-type: none"> <li>1. Discussion board postings ( rubric related to quality of responses will be provided for the discussions as well)</li> <li>2. Written assignments including: Original research questions Single subject design Group qualitative design</li> <li>3. Quiz scores</li> </ol> <p>Literature Review</p>	

<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p>D2L quizzes are secure and locked for access only during pre-established times. Specific test questions will be alternated as well.</p> <p>Discussion board postings are tagged by the respondent automatically on D2L. The student has to be logged into their own account to access the course.</p> <p>The written assignments will be completed individually and checked for plagiarism using available software programs.</p>
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## Liberal Studies Section

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	
<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></p>
<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>
<p><b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</b></p> <p><b>Please answer the following questions.</b></p>	
<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	

<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	
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**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Designations:</b>	
<b>Key Assessments</b>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>The Overall Program Assessment Matrix</li> <li>The Key Assessment Guidelines</li> <li>The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File      Modified</b></p> <hr style="width: 20%; margin: 0 auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<b>Narrative Description of the Required Content</b>	<i>How the proposal relates to the Education Major</i>

<b>For Deans Review</b>
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions <http://ihelp.iup.edu>