



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: CCU007821**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: Revise				
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				
New Course Subject: SPED-Special Education				
Course Number: 63201				
New Course Number:				
Course Title: ISSUES IN SPECIAL EDUCATION				
Title Abbreviation: ISSUES IN SPECIAL EDUCATION				
Slash Course and Cross-list Information: SPED 63201 + SPED 83201				
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: B-Standard letter				
Rationale for an IP grade request for this course (if applicable):				
Schedule Type(s): 1. LEC-Lecture 2. 3.				
Credit by Exam: N-Credit by exam-not approved				
Prerequisites & Descriptions				
Current Prerequisite/Corequisite/Catalog Description: Surveys current research, literature and policy issues that affect identification, assessment and service provision to students with exceptionalities. Prerequisite: graduate standing.				
Catalog Description (edited):				
Prerequisites (edited):				
Corequisites (edited):				
Registration is by special approval only: No				
Content Information				
Content Outline:				
<table border="1"> <thead> <tr> <th>Content Hours per Course</th> <th>Topic Description</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Content Hours per Course	Topic Description		
Content Hours per Course	Topic Description			

3	Week 1—Course Overview (0.5 hours) Identifying Critical Issues in Special Education (1.5) Literature Searches in Special Education (1.0)
3	Week 2—The Role of Science and Research in Special Education (1.25) Evaluating Knowledge Claims in Special Education (1.25) Scholarly Writing in Special Education (0.5)
3	Week 3—Evidence-Based Practices in Special Education: Concepts & Applications (1.5) Guest Lecturer (Variable Topics) (1.0) Literature SearchSynthesis: Status Updates and Guidance (0.5)
3	Week 4—Culturally Responsive Practices in Special Education (1.5) Guest Lecturer (Variable Topics) (1.0) Literature SearchSynthesis: Status Updates and Guidance (0.5)
3	Week 5—Punishment and Other Restrictive Procedures (1.5) Guest Lecturer (Variable Topics) (1.0) Literature SearchSynthesis: Status Updates and Guidance (0.5)
3	Week 6—Standards-Based Reform and Special Education (1.5) Guest Lecturer (Variable Topics) (1.0) Literature SearchSynthesis: Status Updates and Guidance (0.5)
3	Week 7—PlacementInclusion—National and International Perspectives Guest Lecturer (Variable Topics) (1.0) Literature SearchSynthesis: Status Updates and Guidance (0.5)
3	Week 8—Poverty: Implications for Special Education (1.5) Guest Lecturer (Variable Topics) (1.0) Literature Synthesis: Status Updates and Guidance (0.5)
3	Week 9—MTSS Models for Identification & InterventionPrevention (1.5) Guest Lecturer (Variable Topics) (1.0) Literature Synthesis: Status Updates and Guidance (0.5)
3	Week 10—Questionable Ideas and Practices in Special Education—Part I (1.5) Guest Lecturer (Variable Topics) (1.0) Literature SearchSynthesis: Final Updates and Guidance (0.5)
3	Week 11—Questionable Ideas and Practices in Special Education—Part II (1.5) Student Presentations of CriticalControversial Issue (1.5)
3	Week 12—Guest Lecturer (Variable Topics) (1.5) Student Presentations of CriticalControversial Issue (1.5)
3	Week 13—Serving Students with EmotionalBehavioral Disorders in Special Ed (1.5) Student Presentations of CriticalControversial Issue (1.5)
3	Week 14—Guest Lecturer (Variable Topics) (1.5) Student Presentations of CriticalControversial Issue (1.5)
3	Week 15—Special Education: Past, Present, and Future Challenges (1.0) Improving Special Education—Tensions

between Advocacy & Science (1.0) Revising Scholarly Writing <small>Display/Hide Delimited Course Outline</small>
Total Contact Hours: 45
Textbook(s) used in this course: Enduring Issues in Special Education: Personal Perspectives (2015). Seminal publications from major special education journals (and journals from related fields)
Writing Expectations: Doctoral - Major Paper (20-25 p.); Weekly Short Papers Master's - Paper (10-15 p.); bi-weekly Short Papers
Instructor(s) expected to teach: Wiley
Instructor(s) contributing to content: Barber; Harjusola-Webb
Proposal Summary
Explain the purpose for this proposal: The purpose of this proposal is to revise the existing course (SPED 63201), a requirement in the Master's in Special Education sequence to reflect updates and innovations in the field, as well as in content and methodology for teaching about issues encountered in contemporary special education. This course (SPED 63201) will be slashed with a newly-established doctoral course (SPED 83201).
Explain how this proposal affects program requirements and students in your unit: Completion of the current course is a requirement of the Master's program. The proposed content, method, and assignment updates will not reflect changes to program requirements or students in the Special Education unit.
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 SPED faculty. The anticipated instructor currently teaches the course.
Units consulted (other departments, programs or campuses affected by the proposal): No impact to other programs.
Revisions made to form (if applicable):
<input checked="" type="checkbox"/> Course Content <input type="checkbox"/> Number <input type="checkbox"/> Credit by Exam <input type="checkbox"/> Prerequisites <input type="checkbox"/> Credit Hours <input type="checkbox"/> Schedule Type <input checked="" type="checkbox"/> Cross-Listed / Slash <input type="checkbox"/> Subject <input type="checkbox"/> Description <input type="checkbox"/> Title <input type="checkbox"/> Diversity <input type="checkbox"/> Title Abbreviation <input type="checkbox"/> Grade Rule <input type="checkbox"/> Writing-Intensive (WIC) <input type="checkbox"/> Liberal Education Requirement (LER) <input type="checkbox"/> Other

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



Name: Anna Luci Wymer

Submission Date: 11/14/2014



Organization: Admin Affairs & Graduate Education

Course Catalog Update

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Course Catalog Update Information:

STU0004

Reference Number: CCU007794

Date: 22-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: 83201		
Course Title: Contemporary Issues in Special Education		
Title Abbreviation: Issues in SPED		
Slash Course and Cross-list Information: SPED 63201 + SPED 83201		
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:		
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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: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
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): This course is designed to help doctoral students to develop (a) foundational knowledge for understanding important and controversial issues in special education and related disciplines; (b) skills in critical analysis and synthesis of research; and, (c) skills in effective oral and written communication about historical and contemporary issues in special education.		
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	
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[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45
Textbook(s) used in this course: Enduring Issues in Special Education: Personal Perspectives (2015). Seminal publications from major special education journals (and journals from related fields)
Writing Expectations: Doctoral - Major Paper (20-25 p.); Weekly Short Papers Master's - Paper (10-15 p.); bi-weekly Short Papers
Instructor(s) expected to teach: Wiley
Instructor(s) contributing to content: Barber; Harjusola-Webb
Proposal Summary
Explain the purpose for this proposal:
The purpose of this proposal is to provide a SPED doctoral course number to a seminar course that has been offered in the special education program consistently over the past 3-5 years. Learning outcomes associated with this course include: 1. demonstrate an understanding of important and controversial issues in special education, related disciplines, and disability studies; 2. demonstrate an ability to critically evaluate and synthesize scholarly research, and to critically evaluate conflicting perspectives about issues in special education; 3. communicate viewpoints effectively orally and in writing; 4. survey representative literature and summarize the findings to support a specific position or research agenda (when more information about the issue or topic is needed) Activities that support outcomes: In Class: Instructor facilitated discussions (related to readings and other sources of information about critical issues); peer-mediated and instructor-mediated progress monitoring and guidance for completing the major paper requirement (literature review and synthesis); guest lectures and discussions; student multi-media presentations of a critical issue in special education (the issue that is the focus of their major paper). Out of Class: Assigned readings (instructor-led discussions and guest lectures); literature search; semester-long development of a major paper synthesizing relevant research literature and analyzing a critical issue in special education; weekly 4-5 page papers focused on topic for that week; semester-long development of student-led multi-media presentation Methods of assessment and or evaluation of student learning: Major paper (20-25 pages excluding references; publishable quality) Progress monitoring, major paper Participation in class discussions (quantity and quality of student responses; demonstrating grasp of readings and important concepts) Weekly short papers (4-5 pages excluding references; demonstrating grasp of readings and important concepts; shared weekly with each student's doctoral advisor)
Explain how this proposal affects program requirements and students in your unit:
Completion of the current seminar is a requirement of 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:
This course will be staffed by SPED faculty. The anticipated instructor currently teaches the seminar.
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:

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

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