



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: CCU007679

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: 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: 80002		
Course Title: Analysis of the Literature in Special Education		
Title Abbreviation: Literature Analysis 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: C-Standard letter-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., literature review) 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): This course is designed to assist doctoral students in the acquisition, organization, and interpretation of information about research in special education. The seminar introduces students to the nature of inquiry and the process of generating questions about a broad array of disability-related research topics. Students will gain knowledge to analyze critically the outcomes of research in special education.		
Prerequisites (edited): SPED 80001		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course	Topic Description	
Topic		

3	Section 1: Foundations of Special Education Research; Introductions, Course Overview, and Discussion of Research Interests
3	Section 1: Foundations of Special Education Research; Anatomy of a Study, Narrative Reviews
3	Section 1: Foundations of Special Education Research; Elements of Conducting a Literature Review
3	Section 1: Foundations of Special Education Research; Conducting a Literature Review & APA Style
3	Section 1: Foundations of Special Education Research; Selecting a Topic & Identifying Literature for Review, Meta-Analysis
3	Section 1: Foundations of Special Education Research; Understanding Using Theoretical and Conceptual Frameworks
3	Section 1: Foundations of Special Education Research; Guest Lecture on Variable Topics & Student Workgroup Meetings
3	Section 2: Research Paradigms; Paradigms of Knowledge in Special Education
3	Section 2: Research Paradigms; Critical Evaluation of Research in Special Education: Experimental Group Designs
3	Section 2: Research Paradigms; Critical Evaluation of Research in Special Education: Single Subject and Correlational Designs
3	Section 2: Research Paradigms; Critical Evaluation of Research in Special Education: Qualitative Research
3	Section 2: Research Paradigms; Guest Lecture on Variable Topics & Student Workgroup Meetings
3	Section 3: Analyzing Data in Special Education Research; Special Education Research & Policy: What's Right for Whom and Under What Circumstances?
3	Section 3: Analyzing Data in Special Education Research; Data Analysis, Interpretation, & Use in Special Education
3	Section 3: Analyzing Data in Special Education Research; Surviving and Thriving Conducting Research: Ethical Obligations and IRB

[Display/Hide Delimited Course Outline](#)

Total Contact Hours: 45

Textbook(s) used in this course: Mertens, D. M., & McLaughlin, J. A. (2004). Research and evaluation methods in special education. Thousand Oaks, CA: Corwin. Galvan, J. L. (2009). Writing literature reviews (4th Edition). Glendale, CA: Pycszak.

Writing Expectations: Students will identify a research interest, complete a literature search, and engage in analysis, synthesis, and evaluation of the literature.

Instructor(s) expected to teach: Barber

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

Proposal Summary

Explain the purpose for this proposal:

The purpose of this proposal is to establish a new core course providing students with a structured introduction to the nature of inquiry in special education. Students will gain knowledge to analyze critically the outcomes of research in special

education. The course serves to: Enable students to understand the nature and need for professional inquiry and to think critically about emerging issues. Provide students with an understanding of the philosophical underpinnings of large N, single subject, and qualitative studies and the philosophical premises that undergird them. Provide students with an opportunity to examine a topical area in special education through systematic review of related literature. Enable students to gain skill in synthesizing and writing about research in special education. Enable students to develop academic resources and materials for use in subsequent professional activities and positions. Course Requirements: In Class: Class participation – What students take away from this course will be enhanced greatly by reading critically, participating in class discussions, and generating questions. Class participation will be evaluated by both the student and the instructor using a matrix following each class period. Out of Class: Study outlines—Students will analyze 2 studies related to the topic of their review in outline format as practice exercises in both summarizing and developing critical analytical skills. These outlines will be used for class discussion and should include (a) the complete citation; (b) the focus of the inquiry including the purpose of the study, the setting and participants, and the methods used; (c) the results and findings; and (d) the implications, including strengths and weaknesses. Copies of the outlines should be made for or sent to each class member; a hard or electronic copy of the article must be attached for the instructor. A format for abstracting will be provided. Summary papers—Students will prepare responses to two sets of readings. These responses should be 4-5 pages (double spaced) in length. Each paper should be a critical response to issues raised by the readings. As part of students critical responses, they may include information from our in-class discussions. Use APA style (6th edition). These papers are intended to demonstrate an understanding of the readings and to provide an opportunity to receive feedback on writing. Literature review—Over the course of the semester, students will identify a research interest, complete a literature search, and engage in analysis, synthesis, and evaluation of the literature. As a required component, students will delineate in a method section the process they used in conducting the literature review. Individual sessions with the instructor will provide students an opportunity to discuss the literature base, problem solve, and strategize the completion of the assignment. Students should summarize primarily research studies. Reviews should be limited to about 10 to 15 research articles published after 1985, unless an earlier article is considered to be a landmark study. The paper should include (a) an abstract; (b) introduction and purpose statement for the integrative literature review, (c) a description of the process used in conducting the literature review, (d) the results of the review, including an analysis and synthesis of the literature, and (e) a discussion of the findings. A title page and complete references should also be included. The paper must be written in APA style. Students should consider producing a product that is acceptable for submission to a professional journal.

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

The contents of this course are currently provided within independent study seminars per student's doctoral advisor. This proposal will establish a course reflecting faculty consensus regarding the needs of students with respect to preparation of critical thinking and writing skills for successful completion of doctoral studies.

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 tenure-track or 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: (~ * / \ --)

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

