Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035.)

| Future Effective Date: 01/01/2013 (effective date cannot be retroactive) |
| New course | Temporary course | Drop service course |
| There is a course fee associated with this course (see instructions) |

- Variable credit
- Increase credit (former credit 1)
- Repeat credit (cumulative maximum 3 hours)
- Lecture-lab ratio (former ratio)
- Prefix (former prefix)
- Cooperative listing (UI prefix and number taught by: WSU UI jointly taught)
- Conjoint listing (400/500)
- S, F grading
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in (Must have GenEd Committee Approval)
- Professional course (Pharmacy & Vet Med only)
- Graduate credit (professional programs only)
- Other (please list request)

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>course no.</th>
<th>Quality Indicators for Research in Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sped 596</td>
<td></td>
<td>title</td>
</tr>
<tr>
<td>Circle</td>
<td></td>
<td>Doctoral standing (course is now 1 credit, supposed to be variable 1-3)</td>
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<tr>
<td>credit lecture hr</td>
<td>lab hrs</td>
<td>studio hrs</td>
</tr>
<tr>
<td>per week per week per week</td>
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</tbody>
</table>

| Instructor: Darcy Miller | Phone number: 335-4570 | Email: darcymiller@wsu.edu |
| Contact: same as above | Phone number: | Email: |
| Campus Zip Code: 2132 |

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

<table>
<thead>
<tr>
<th>Chair/date</th>
<th>Dean/date</th>
<th>General Education Com/date</th>
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</thead>
<tbody>
<tr>
<td>Akpo 9-10-12</td>
<td>Akpo 10-8-12</td>
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</table>

Chair (if crosslisted/interdisciplinary)*
Dean (if crosslisted/interdisciplinary) *
Graduate Studies Com/date

All-University Writing Com/date
Academic Affairs Com/date
Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.

*Have entered this as a 1 credit course, rather than variable, & added repeat phrase "maybe repeated for credit, cumulative maximum 3 hours. Based on rationale statement.
Rationale for changing Sped 596 from a one credit course to a Variable 1-3 credit course:

When the PhD Special Education Program was designed/approved in 2010, Sped 596 was designed to be a seminar course that entering doctoral students enrolled in for one credit, repeatable for a total of 3 credits. [We are uncertain how the course ended up being a one credit non-repeatable course.]

The goal was to have students take Sped 596 three times, for one credit each time, for a total of 3 credits. The course is designed to support students’ understanding of the quality indicators of Special Education research, as they move through the general education research core in the College of Education (EdRes 562, EdRes, 563, etc.). As the students gain knowledge of research methods, approaches, and designs in general education, they are introduced to specific methods of research from the Special Education/Psychology fields. Students in Sped 596 are given the opportunity to read a variety of specific, Special Education-focused research articles that are aligned with the general research methods examined in EdRes courses. After three semesters of Sped 596, the Special Education doctoral students are then ready to develop Special Education research questions and correlate those with quality research methods found in the Special Education/Psychology fields. The Sped 596 seminar is also designed to serve as a support for new and continuing Special Education doctoral students and facilitate their involvement in research projects and grants.

Currently because Sped 596 is listed as one credit, not repeatable, students are taking Sped 522 as a substitute course. We have 25 doctoral students enrolled in the PhD program in Pullman and need this change to happen as quickly as possible. Thank you for considering this change.
Spec Ed 596  
Seminar in Quality Indicators in Special Education Research  
Fall 2012  
1 credit  
Thursdays 12:00-1:00

Darcy Miller, PhD
Cleveland Hall 344/321
darcymiller@wsu.edu

Office Hours: MWF 10-12 and by appointment; email Dr. Miller for an appointment

Course Description
This seminar is designed to assist doctoral (and occasionally master’s) degree candidates in developing an understanding of the field of Special Education, with particular attention to Special Education Research. The Seminar is also designed to help graduate students refine their focus of graduate study and improve their research productivity in order to get the most out of their graduate program. The Seminar will provide students with overviews of research, opportunities to discuss research with faculty, guidelines for doctoral study, assistance in formulating Programs of Study and Graduate Committees, and communication about current opportunities for research. The Seminar will facilitate the discussion of research, the involvement of graduate students in research projects, and encourage students to begin active research agendas.

NOTE to Curriculum Change Reviewers: Because the Seminar is taken 3 times by doctoral students, the articles chosen for required readings change every semester, as does the textbook required. During some semesters there is a theme, such as research related to learning disabilities or autism. The emphasis on topics in the Seminar depends on the issues in the field of Special Education research at the time when the Seminar offered. This semester (below) the themes are: a) quality indicators of Special Education research, and, b) evidence-based practices.

Course Overview

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>August 23</td>
<td>Introduction to seminar</td>
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<tr>
<td></td>
<td>Overview of graduate program</td>
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<tr>
<td>August 30</td>
<td>Overview of research in special education</td>
<td>Chapter 1, Rumrill</td>
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<tr>
<td>September 6</td>
<td>Research questions/hypotheses</td>
<td>Chapter 2, Rumrill</td>
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<tr>
<td>September 13</td>
<td>Measurement and statistics</td>
<td>Chapter 3, Rumrill</td>
</tr>
<tr>
<td>September 20</td>
<td>Ethical issues and guidelines</td>
<td>Chapter 4, Rumrill</td>
</tr>
<tr>
<td>September 27</td>
<td>Research Validity</td>
<td>Chapter 5, Rumrill - Odom, Brantlinger, Gersten, Horner, Thompson, &amp; Harris</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>October 4</td>
<td>Quantitative research designs</td>
<td>Chapter 6, Rumrill -Gersten, Fuchs, Coyne, Greenwood, &amp; Innocenti</td>
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<tr>
<td></td>
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<td>-Thompson, Diamond, McWilliam, Snyder, &amp; Snyder</td>
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<tr>
<td>October 11</td>
<td>Qualitative research designs</td>
<td>Chapter 7, Rumrill -Brantlinger, Jimenez, &amp; Klingner, Pugach &amp; Richardson</td>
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<tr>
<td>October 18</td>
<td>Literature reviews</td>
<td>Chapter 8, Rumrill <strong>Annotated bibliography</strong></td>
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<tr>
<td>October 25</td>
<td>Communicating research results via written documents</td>
<td>Chapter 9, Rumrill</td>
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<tr>
<td>November 1</td>
<td>Future directions for special education research</td>
<td>Chapter 10, Rumrill</td>
</tr>
<tr>
<td>November 8</td>
<td>Evidence-based practices</td>
<td>-Horner, Carr, Halle, McGee, Odom &amp; Wolery -Cook, Landrum, Cook, &amp; Tankersley</td>
</tr>
<tr>
<td>November 15</td>
<td>Evidence-based practices</td>
<td>-Cook, Tankersley, Cook &amp; Landrum -Cook, Cook, Landrum, &amp; Tankersley -Tankersley</td>
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<td></td>
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<td>-Tankersley, Harjusola-Webb, &amp; Landrum</td>
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<tr>
<td>November 29</td>
<td>Evidence-based practices</td>
<td>-McDuffie &amp; Scruggs -Cook &amp; Cook -Cook, Tankersley, &amp; Harjusola-Webb</td>
</tr>
<tr>
<td>December 6</td>
<td>Communicating research results via oral presentations</td>
<td>Research presentations <strong>Review of the Literature</strong></td>
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<tr>
<td>December 13</td>
<td>Communicating research results via oral presentations</td>
<td>Research presentations</td>
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**Required Text**

*Research in Special Education: Designs, Methods, and Applications* by Phillip D. Rumrill Jr., Bryan Cook, and Andrew Wiley.

Articles noted by authors in the Readings/Assignment column are on the Angel course site under “Lessons.”

**Assignments**

**Participation**

It is critical to come to the seminar ready to participate, ask questions, and contribute to discussions. Timeliness and preparedness will all contribute to participation points. You will be asked to lead discussions on the readings throughout the semester.
recognizing our local and global responsibilities to communities, environments, and future generations.

Safety
The Campus Safety Plan, which can be found at http://safetyplan.wsu.edu, contains a comprehensive listing of University policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. All faculty, staff, and students are encouraged to visit this web site as well as the University emergency management web site at http://oem.wsu.edu/Emergencies to become familiar with the campus safety and emergency information provided. We will review the websites below and discuss the classroom emergency plan during the first class meeting.
http://safetyplan.wsu.edu
http://alert.wsu.edu
http://oem.wsu.edu/emergencies

Bibliography

Annotated Bibliography
Compile an annotated bibliography on your area of research interest. (Dr. Miller will approve before you begin.) In the seminar we will practice writing research questions/hypotheses that will help you focus your review of the literature. A minimum of 20 sources should be included in your bibliography. The Annotated Bibliography is due October 18th.

Review of the Literature
A written Review of the Literature is due to Dr. Miller on December 6. This review may be developed from your Annotated Bibliography, or it may be on a different topic. The Review will be approximately 20 double-spaced pages, APA formatted, with a minimum of 20 sources cited.

Research Presentations
You will present the results of your Review of the Literature through an oral/visual presentation to the class and other faculty/students invited on either December 6th or December 13th. You will have about 20 minutes to present the results of your Review of the Literature. The presentation format will model conference presentation formats.

Note: Dr. Miller will distribute the rubrics to be used in the evaluation of the Annotated Bibliography, the Review of the Literature, and the Research Presentation. The class will be able to discuss and review the criteria (by reviewing the rubric) for each assignment.

Grading/Evaluation
Participation/attendance at seminar/assigned readings 15
Annotated Bibliography 20
Review of the Literature 40
Research Presentations 25

Total Points 100

<table>
<thead>
<tr>
<th>Percentage/Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>91-94</td>
<td>A-</td>
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<tr>
<td>88-90</td>
<td>B+</td>
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<td>84-87</td>
<td>B</td>
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<td>81-83</td>
<td>B-</td>
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<td>78-80</td>
<td>C+</td>
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<td>74-77</td>
<td>C</td>
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<tr>
<td>71-73</td>
<td>C-</td>
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<tr>
<td>68-70</td>
<td>D+</td>
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<tr>
<td>61-67</td>
<td>D</td>
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<tr>
<td>60 or less</td>
<td>F</td>
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Seminar Objectives

After completing the seminar, students will be able to:
➢ Formulate clear and compelling research questions/hypotheses that build upon and extend the current literature
➢ Review research journal articles constructively and thoughtfully
➢ Articulate ethical issues and guidelines for special education research
➢ Recognize and describe threats to internal and external validity associated with various research designs/solutions for addressing threats
➢ Articulate quality indicators of a variety of quantitative and qualitative research designs
➢ Describe the strengths and limitations of various quantitative/qualitative research designs
➢ Evaluate and interpret data using visual analysis, qualitative, and quantitative techniques
➢ Demonstrate high quality writing about and analysis of research
➢ Demonstrate skills in communicating research ideas, conclusions, and insights to multiple stakeholders

Other Course Information

Student Accommodations
Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Academic Integrity
"As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.”
Students found responsible for academic integrity violations will receive an F on the particular assignment/exam. Repeated and/or serious offenses may result in referral to the conduct board and expulsion from WSU. For graduate students, academic integrity violations may also result in the loss of teaching and/or research assistantships.
Review WSU policy about Academic Integrity at: www.conduct.wsu.edu/default.asp?pageID=343
Review Student Conduct Standards at: http://conduct.wsu.edu/default.asp?pageID=338

Conceptual Framework
The conceptual framework of the College states that: The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies,


Hi Marc, Thank you for asking. We want 596 to be 1 credit, repeatable up to the maximum of 3 credits. Sorry I wasn’t clear on that. Thanks again,

Darcy

Darcy Miller, PhD
Interim Co-Chair and Professor
Program Coordinator, Special Education
Department of Teaching and Learning
College of Education
Washington State University
Pullman, WA 99164-2132
(509) 335-5027

Hi Darcy:

The catalog subcommittee is currently reviewing SPED 596 and a question was raised concerning the credits desired for the course. The course is currently fixed 1 credit and non-repeatable, while the major curricular change form for the proposal is asking for a variable 1 to 3 credits. However, the rationale that accompanied the proposal indicates that you want the class repeatable for a total of 3 credits. Can you please clarify this issue. Do you want the course to be 1 credit, but repeatable to a maximum of 3 credit or do you want the course to be variable credit 1 to 3, but not repeatable?

Hope all is well with you.

Regards, Marc

Marc Evans
Professor of Statistics