



UNC CHARLOTTE

LONG SIGNATURE SHEET

Proposal Number: ^{SPEO} ~~SPE~~ 4-20-10c

Proposal Title: Revision of Master of Special Education (M.Ed)

Originating Department: Department of Special Education and Child Development

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE xx _____ UNDERGRADUATE & GRADUATE _____
(Separate proposals sent to UCCC and Grad Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
	4-20-10	11-22-10	Approved	<u>DEPARTMENT CHAIR</u> <i>La Sherry</i>
11/22/10	11/22/10	1/14/11	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Jeanneine Jones</i>
Not Applicable to COED	Not Applicable to COED	Not Applicable to COED	Approved	<u>COLLEGE FACULTY CHAIR</u> (Not applicable in the College of Education)
1-14-11		1-27-11	Approved	<u>COLLEGE DEAN</u> <i>Marydonna Calhoun</i>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
2-4-11	3-1-11	3-21-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses) <i>Rob Roy McGregor</i>
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY MADE
AP
Grad School

Revised; Graduate

Course and Curriculum Proposal from: Department of Special Education and Child Development/College of Education

Title: Revision of Master of Special Education, M.Ed.

CONTENT OF PROPOSAL

A. PROPOSAL SUMMARY AND CATALOG COPY:

SUMMARY OF GRADUATE CHANGES. The Department of Special Education and Child Development proposes the revision of the Master of Education in Special Education by aligning course curriculum to the North Carolina State Board of Education Advanced Teaching Standards for Teacher Education and NCATE standards. The Master of Education in Special Education reduces the total required hours from 39 to 33 graduate hours.

The program includes a **Special Education Core (9 hours)**: This core includes advanced knowledge in individualizing instruction for diverse learners, advanced classroom management, and instructional design in special education.

The program includes a **Research Core (12 hours)**. This research core includes educational research methods, single case research, and a sequence of three courses focused on a master's research proposal, research implementation, and research dissemination and leadership. This research core has been expanded from the current 9 hours.

The proposed program contain **Specialty Tracks (12 hours)** in the areas of Adapted Curriculum (add on license for students with SPED license in General Curriculum), AIG (Academically and Intellectually Gifted) specialty (add on license), Autism Specialty (certificate program), Leadership Specialty, General Education Specialty (for teachers interested in passing the Praxis II in a content area), Instructional Technology Specialty, and TESL Specialty (Teaching English as a Second Language). Additional specialty tracks may be developed with advisor approval. This specialty track replaces the current curriculum of 15 elective hours.

Additions to the Master's in Special Education, Major in Special Education plan of study include: SPED 6692 *Research Proposal (2)*, SPED 6693 *Research Implementation (2)*, and SPED 6694 *Research Dissemination and Leadership (2)*.

Deletions to the Master's in Special Education, Major in Special Education plan of study include ADMIN 6106 *Legal Issues in Special Education (3)*; SPED 6690 *Consultation and Collaboration (3)*; SPED 6691 *SPED 6691a Seminar in Professional and Leadership Development (1)*; SPED 6691b *Seminar in Professional and Leadership Development (1)*; and SPED 6691c *Seminar in Professional and Leadership Development (1)*

Curricular changes include the alignment of course content with new advanced teaching standards, judicial placement of candidate assessment measures and evidences, and elimination of duplication of standards across course outlines.

1. PROPOSED CATALOG COPY: Graduate

SPED 6692 Research Proposal. (2) Prerequisites: An "A" level special education teaching license and admittance to the Special Education M.Ed. Program, SPED 6502, SPED 6503, RSCH 7113. This course provides evidence that a candidate can conceptualize and design a single subject research study and supports the development of the capstone project required for M.Ed. candidates in special education. Candidates must complete the University's Institutional Review Board (IRB) Research with Human Subjects online tutorial, submit a research protocol application, and receive IRB approval prior to implementing the study. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. (*Fall, Spring*)

SPED 6693. Research Implementation (2) Prerequisites: SPED 6692. This course provides evidence that a candidate can implement a single subject research study and supports the development of the capstone project required for M.Ed. candidates in special education. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. (*Fall, Spring*)

SPED 6694. Research Dissemination and Leadership (2) Prerequisites: SPED 6693. This course provides evidence that candidates will develop necessary skills and dispositions to assume the roles and responsibilities of collaborative leaders in schools and communities; demonstrate leadership in their classrooms, school, and professional organizations; and advocate for students and effective educational practices and policies. Candidates will produce a written report of a research study and deliver a workshop for their school colleagues. The workshop will include a report of the research results and implications for addressing a problem or issue in the school. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. (*Fall, Spring*)

JUSTIFICATION. The program contains curricular changes to the Master in Special Education. These curricular changes include:

- A stronger research core including two basic research courses (RSCH 6101, *Educational Research Methods*; and RSCH 7113, *Single Case Research*) and a sequence of three two-credit courses (formerly three one-credit courses) that will include Research Proposal, Research Implementation, and Research Dissemination and Leadership. The 12-hour requirement replaces the former 9-hour requirement of the current curriculum. This increase reflects additional requirements for students to demonstrate competence in leadership and reflection, currently not as explicitly addressed in their research product.
- A series of 12 hour specialty tracks were developed to meet the diverse interests and need for specific expertise of students earning advanced licensure through the special education M.Ed. program. Candidates will be required to choose one of these specialty tracks or develop a 12-hour specialty track with the assistance of the graduate advisor. Specialization interests include special education adapted curriculum, AIG (Academically and Intellectually Gifted), Autism, Leadership, General Education content, Instructional Technology, and TESL (Teaching English as a Second Language).
- Deletion of courses currently in the plan of study including: ADMN 6106, *Legal Issues in Special Education*; SPED 6690, *Consultation and Collaboration*; and SPED 6691, *Seminar in Professional and Leadership Development*. For M.Ed. students, most incoming candidates have had SPED 6690, therefore this requirement was omitted in the revised program. The new research sequence (three two-credit courses) will take the place of SPED 6691. ADMN 6106 was deleted in order to allow credit room for the 12 hours of specialization, but may be included in a specialty track.

Faculty worked to align course content with the advanced licensure standards, ensuring judicial placement of candidate assessment measures and evidences, as well as elimination of duplication of standards across course outlines. The following highlights more specific curricular changes made:

- SPED 6692, SPED 6693, SPED 6694 will meet Standards 1-5 for Advanced Licensure. This three course sequence will not be formal, instructor taught courses, but will be directed by the candidate's academic advisor (assignment upon acceptance into the program), and supported by another faculty committee member. Online resources (e.g., example proposals, scoring rubrics) will be available to candidates.
- Faculty will work to develop collaborative relationships with other programs within the College of Education to determine specialty course tracks (12-hours) in leadership, general curriculum content specialty, instructional technology, and TESL.

B. IMPACT.

1. Graduate students entering the Master of Education in Special Education will be served by this proposal.
2. Effect on existing courses
 - a. When and how often these new courses will be taught?

These new courses will be taught each academic year. Current schedule is under discussion.

- b. How will the content and/or frequency of offering of other courses be affected?

Other courses offered by the SPED program will not be affected.

- c. What is the anticipated enrollment?

Anticipated enrollment for each course is estimated at 25 students, with the exception of SPED 6692, SPED 6693, SPED 6694 which have an estimate of 15 students. Courses in this program, excluding the exceptions listed previously, are also taken by students in the MAT program.

- d. How will enrollment in other courses be affected?

Enrollment in other courses offered by the SPED program will not be affected.

- e. Give details of experience if courses offered under special topics.

These new courses have not been offered under special topics.

- f. Identify other areas of catalog copy that would be affected.

Other areas of the catalog copy that will be affected include curriculum outlines, degree requirements, course number and description.

C. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. Personnel:
 - a. Requirements: at this point, no additional faculty is needed.
 - b. Names of qualified faculty
 1. SPED 6502 will be taught by Dr. Ya-yu Lo or Dr. Charles Wood
 2. SPED 6503 will be taught by Dr. Ya-yu Lo or Dr. Charles Wood
 3. RSCH 6101 will be taught by faculty in the Education Leadership program
 4. RSCH 7113 will be taught by Dr. David Test
 5. EDUC 6254 will be taught by Dr. Kelly Anderson

2. Physical Facility

None: courses can be taught within the existing facility

3. Equipment and Supplies

None: Additional equipment and supplies are not needed.

4. Computer

None: courses are taught by existing faculty

5. Audio-Visual

None: Additional audio/visual equipment is not required.

6. Other Resources

None: additional copying can be provided with the existing budget.

7. Sources of funding

None

D. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENT OR UNITS

a. Library Consultation

Additional library consultation is not needed as a SPED 6692, 6693, and 6694 are not content courses.

b. Consultation with other departments or units

a. Regarding ADMN 6106, Email sent to Dr. Dawson Hancock, Department of Educational Leadership, on September 29, 2010 (see attached).

E. INITIATION AND CONSIDERATION OF THE PROPOSAL

a. Originating Unit

The SPED faculty developed the revised Master's in Special Education, Major in Special Education during the 2009-2010 academic year. The final revised program was voted as approved at the April 20, 2010 program meeting.

b. Other Considering Units: N/A

F. ATTACHMENTS

Attached : Course outlines for SPED 6692, SPED 6693, SPED 6694. These course outlines have been approved as an appropriate substitute for course syllabi for graduate courses.

Baxter, Janet

From: Sherry, Lee
Sent: Wednesday, September 29, 2010 9:51 AM
To: Hancock, Dawson
Cc: Baxter, Janet
Subject: ADMN 6106: Legal Issues in Special Education

MEMORANDUM

To: Dr. Dawson Hancock, Chair
Department of Educational Leadership

From: Dr. Lee Sherry, Chair
Department of Special Education and Child Development

Re: ADMN 6106: Legal Issues in Special Education

Date: September 29, 2010

The Special Education Program faculty in the Department of Special Education and Child Development have completed program revisions based on the new North Carolina Department of Public Instruction Professional Teaching Standards. For the revised Master's of Education (MEd) Program, the course ADMN 6106: Legal Issues in Special Education has been dropped from Program requirements.

This change has been made to meet the new standards for the advanced teacher licensure in Special Education – Adapted Curriculum and Special Education – General Curriculum. Candidates in the revised MEd Program will demonstrate advanced teaching strategies in the classroom designed to improve outcomes for students with special learning and behavioral needs. ADMN 6106: Legal Issues in Special Education will remain an elective in our revised Master's of Education (MEd) Program.

This memorandum serves as notification of the change in curriculum in our Special Education Program. Please acknowledge receipt of this communication and the change in Program requirements. Please review the changes which impact your department's courses and indicate your approval of them via with a brief memo on department letterhead sent electronically to me at your earliest convenience.

Thank you for the support you have provided for our programs.

Lee Sherry, Ph.D. | Associate Professor and Chair
Department of Special Education and Child Development
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8186 | Fax: 704-687-2916
lee.sherry@uncc.edu | <http://education.uncc.edu/spcd/>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8186. Thank you.

Sherry, Lee

From: Hancock, Dawson
Sent: Wednesday, September 29, 2010 11:32 AM
To: Sherry, Lee
Subject: RE: ADMN 6106: Legal Issues in Special Education

Lee: I acknowledge receipt of this message and the change in program requirements. Dawson

Dawson R. Hancock, Ph.D. | Professor of Educational Research
Chair of the Department of Educational Leadership
UNC Charlotte | Department of Educational Leadership
9201 University City Boulevard | Charlotte, North Carolina 28223
Telephone: 704-687-8863 | Fax: 704-687-3493
DHancock@uncc.edu | <http://www.uncc.edu>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8863.

From: Sherry, Lee
Sent: Wednesday, September 29, 2010 9:51 AM
To: Hancock, Dawson
Cc: Baxter, Janet
Subject: ADMN 6106: Legal Issues in Special Education

MEMORANDUM

To: Dr. Dawson Hancock, Chair
Department of Educational Leadership

From: Dr. Lee Sherry, Chair
Department of Special Education and Child Development

Re: ADMN 6106: Legal Issues in Special Education

Date: September 29, 2010

The Special Education Program faculty in the Department of Special Education and Child Development have completed program revisions based on the new North Carolina Department of Public Instruction Professional Teaching Standards. For the revised Master's of Education (MEd) Program, the course ADMN 6106: Legal Issues in Special Education has been dropped from Program requirements.

This change has been made to meet the new standards for the advanced teacher licensure in Special Education – Adapted Curriculum and Special Education – General Curriculum. Candidates in the revised MEd Program will demonstrate advanced teaching strategies in the classroom designed to improve outcomes for students with special learning and behavioral needs. ADMN 6106: Legal Issues in Special Education will remain an elective in our revised Master's of Education (MEd) Program.

This memorandum serves as notification of the change in curriculum in our Special Education Program. Please acknowledge receipt of this communication and the change in Program requirements. Please review the changes which impact your department's courses and indicate your approval of them via with a brief memo on department letterhead sent electronically to me at your earliest convenience.

Thank you for the support you have provided for our programs.

Lee Sherry, Ph.D. | Associate Professor and Chair
Department of Special Education and Child Development
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8186 | Fax: 704-687-2916
lee.sherry@uncc.edu | <http://education.uncc.edu/spcd/>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8186. Thank you.



UNC CHARLOTTE

College of Education

Department of Educational Leadership
9201 University City Blvd., Charlotte, NC 28223-0001
(704) 687-8857, www.uncc.edu

TO: Lee Sherry, Chair
Department of Special Education

FROM: Dawson R. Hancock, Chair
Department of Educational Leadership

DATE: January 31, 2011

This memorandum is in response to your electronic mail message to me on January 31, 2011.

We welcome the future enrollment of your M.Ed. in Special Education program students in our EIST and ADMN courses listed in the attached electronic mail message. In most cases, there will be enough seats for your students in the existing sections of the courses. However, if demand warrants the creation of additional sections, we will attempt to do so.

Students interested in taking these courses will need to seek authorizations to enroll from the Office Manager of the Department of Educational Leadership. In addition, please recognize that some courses have prerequisites and that some courses may be co-listed with doctoral level courses of similar content – a practice that we are use to doing.

Please feel free to contact me if you have any questions.

Hancock, Dawson

From: Sherry, Lee
Sent: Monday, January 31, 2011 12:43 PM
To: Hancock, Dawson
Cc: Baxter, Janet; Anderson, Kelly
Subject: Consultation/ Approval

MEMORANDUM

To: Dawson Hancock, Chair
Department of Educational Leadership

From: Lee Sherry, Chair
Department of Special Education and Child Development

Re: Consultation and Request for Approval

Date: January 31, 2011

I am writing to request your approval of changes to the M.Ed. Program in Special Education. Last spring, members of the Department of Special Education and Child Development completed the revisioning process for the M.Ed. in Special Education to meet the new requirements of the North Carolina Department of Public Instruction's Professional Teaching Standards for Teachers in the 21st Century. As part of this process, we established specialty concentrations in the following add on areas:

- Autism Spectrum Disorders
- Academically/ Intellectually Gifted
- Secondary Content Area Instruction in Math, Science, Social Studies or English
- Teaching English as a Second Language
- Educational Leadership
- Instructional Systems Technology

Each specialty concentration consists of a 12-hour course sequence that will help prepare candidates pass Praxis II in the add-on field. This was done because candidates and school leaders indicated that second licensure areas were an attractive and competitive option for the M.Ed. Program. In addition, emphasis areas provide specialized preparation in fields that contribute to highly qualified special education professionals. School personnel directors are seeking special educators with multiple licenses to provide principals with greater staffing flexibility.

At this time we are not certain but we expect that as many as 5-8 students per year may choose either Leadership or Instructional Technology option. I welcome your comments and seek your approval for these proposed changes to the M.Ed. in Special Education.

Instructional Systems Technology:

EIST 6101 The Adult Learner
Leadership

EIST 6100 Readings in EIST
EIST 6110 Instructional Design
Management

EIST 6136 Learning, Media, Resources and Technology

Leadership:

ADMN 6100 Fundamentals of Educational

ADMN 6105 Legal Aspects of Schooling
ADMN 6110 School Leadership &

ADMN 6120 Instructional Leadership

Lee

Lee Sherry, Ph.D. | Associate Professor and Chair
Department of Special Education and Child Development
UNC Charlotte | College of Education
9201 University City Blvd. | Charlotte, NC 28223
Phone: 704-687-8186 | Fax: 704-687-2916
lee.sherry@uncc.edu | <http://education.uncc.edu/spcd/>

If you are not the intended recipient of this transmission or a person responsible for delivering it to the intended recipient, any disclosure, copying, distribution, or other use of any of the information in this transmission is strictly prohibited. If you have received this transmission in error, please notify me immediately by reply e-mail or by telephone at 704-687-8186. Thank you.



UNC CHARLOTTE
College of Education

Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

February 1, 2011

MEMORANDUM

TO: Dr. Lee Sherry
Chair, Department of Special Education

FROM: Dr. Warren DiBiase
Chair, Department of Middle, Secondary and K-12 Education

RE: Revisions to M.Ed. program in Special Education

The Department of Middle, Secondary and K-12 Education gives full support to the addition of a 12-hour specialty area in Teaching English as a Second Language to the revised M.Ed. program in Special Education. This revision will help prepare candidates to pass Praxis II in the add-on field. In addition, it will help prepare candidates to meet the realities of today's classrooms.

Middle Grades Education • Secondary Education • Teaching English as a Second Language
Foreign Languages Education • Arts Education • Ph.D. in Curriculum and Instruction



COURSE NUMBER SPED 6692

CREDIT HOURS 2

COURSE TITLE Research Proposal

CATALOG DESCRIPTION

SPED 6692 Research Proposal. (2) Prerequisites: An "A" level special education teaching license and admittance to the Special Education M.Ed. Program, SPED 6502, SPED 6503, RSCH 7113. This course provides evidence that a candidate can conceptualize and design a single subject research study and supports the development of the capstone project required for M.Ed. candidates in special education. Candidates must complete the University's Institutional Review Board (IRB) Research with Human Subjects online tutorial, submit a research protocol application, and receive IRB approval prior to implementing the study. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member.

COURSE PREREQUISITES: SPED 6502, SPED 6503, RSCH 7113

COURSE COREQUISITES: NA

COURSE RATIONALE

The Special Education master's degree programs prepare students for a recommendation from the College of Education for an Advanced Teaching License. One requirement for this license is that candidates demonstrate through electronic evidence that they have met five standards. This course is intended to address Standard 3: Content and Curriculum Expertise and Standard 4: Student Learning. Development of the research proposal in this course requires the candidate to conduct a review of literature related to the focus of their research and to develop interventions that are designed to improve performance of participating students. Additionally, this course helps to develop skills in analyzing and summarizing the strength of support for various strategies used to address common challenges encountered by special education teachers. This is expected to move candidates from relying on experience or unsupported recommendations to a stronger use of scholarship to address the needs of students.

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to:

- Write a research proposal introduction (in funnel format, including: statement of general problem with references from literature, literature review of at least five intervention studies, statement of purpose with a summary justifying need for study).
- Write a research proposal method section (participants and settings, experimenter, data collection procedures including measures of dependent variables, social validity measures, procedural integrity measures, interobserver reliability measures, experimental design, procedures).
- Submit a research protocol application to the University's Institutional Review Board for approval.

INSTRUCTIONAL METHODS

This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. Online resources (e.g., example proposals, scoring rubrics) will be available to candidates.

SPED

SPED 4-20-10c; SPED 6692

COURSE CONTENT

- Research Proposal Introduction (in funnel format, including: statement of general problem with references from literature, literature review of at least five intervention studies, statement of purpose with a summary justifying need for study)
- Research Proposal Method (participants and settings, experimenter, data collection procedures including measures of dependent variables, social validity measures, procedural integrity measures, and inter-observer reliability measures, experimental design, procedures)
- Preparing and Submitting IRB application (including documentation of IRB Research with Human Subjects Tutorial completion, consent and assent forms, letter of support from school principal where the proposed study would be conducted.)

ILLUSTRATIVE COURSE ACTIVITIES

A planning contract will be collaboratively prepared by the advisor and student and submitted to the course instructor of record. The contract will articulate the required components and deadlines for submission. Instruction will occur in meetings and through follow-up communication (e.g., emails). At each meeting the student will be prepared to discuss ideas and strategies for accomplishing each required component. The advisor will provide models, suggest relevant resources, and direct student to online tutorials (e.g., how to access research literature; required IRB tutorial) and resources (e.g., APA style support documents). The instructor will respond to drafts with specific feedback, given verbally or in writing.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Scoring Rubric for 6692 Master's Research Proposal is attached.

REQUIRED TEXTBOOK

American Psychological Association. (2010). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis, 2nd Ed.* Columbus: Merrill.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practices in special education. *Exceptional Children, 71*, 165-179.

Kazdin, A. (1982). *Single-Case Research Designs*. New York: Oxford University Press.

Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn and Bacon.

Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M. & Shadish, W. R. (2010). *Single-case designs technical documentation*. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.

Levin, J. R. (1994). Crafting educational intervention research that's both credible and creditable. *Educational Psychology Review, 6*, 231-243.

Odom, S.L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.

Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus, OH: Merrill.

SPED

SPED 4-20-10c; SPED 6692

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Grade Scale

Scoring Rubric for 6692 (See attached). Students will be graded per rubric criteria for Acceptable or Target. Points earned with will result in the following grades:

A= 83-100 points

B= 66-82 points

C= 49-65 points

U= Below <49 points

College of Education Diversity Commitment _____

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

University Procedures and Policies _____

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (<http://www.uncc.edu/gradmiss/catalog/XCatalogFrameset.htm>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (<http://www.legal.uncc.edu/policies/ps-105catalog.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

SPED

SPED 4-20-10c; SPED 6692

ATTACHMENT A

SPED 6692 Research Proposal Scoring Rubric						
Student's Name:		Sem/Yr:	Advisor:	Com Mem:	Grade:	
Points Rating Indicator	1 <input type="checkbox"/> Minimally Acceptable	2 <input type="checkbox"/> Acceptable	3 <input type="checkbox"/> Target	Points x Weight=Score		
				<input type="checkbox"/> Points	<input type="checkbox"/> Weight	<input type="checkbox"/> Score
1. <input type="checkbox"/> Review of pertinent literature	Uses secondary or otherwise questionable sources (e.g., not peer reviewed) Uses limited empirical evidence (e.g., student cites only conceptual articles) Omits pertinent information from previous studies (e.g., design, participants) Cites studies not directly related to topic/research problem	Supports authoritative statements with references Uses primary sources Cites peer reviewed articles Includes some information relevant to the topic from selected articles	Includes both current and seminal (when applicable) studies Reflects use of authorities Cites peer reviewed journal articles Cites primary sources Most relevant articles are summarized to include brief but relevant descriptions of purpose of study, participants, design, independent and dependent variables, and results *similar articles may be summarized together	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/> x 5	5 <input type="checkbox"/> 10 <input type="checkbox"/> 15
2. <input type="checkbox"/> Organization of "funnel"	Organization does not move from broad to specific No purpose or research questions Majority of components missing (e.g., research problem, limitations of previous research)	Majority of components present (some reorganization required) Generally organized from broad topics to specific	Adheres to the following format: -Statement of broad issue - Clearly stated research problem - Paragraphs reviewing pertinent existing literature related to broad issue and research problem -Paragraph(s) describing study(ies) most related to the proposed intervention -Sentence(s) describing limitations of current research that link directly to the proposed purpose of study (or clear rationale for why the proposed study is needed) <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/> X 5	5 <input type="checkbox"/> 10 <input type="checkbox"/> 15
3. <input type="checkbox"/> Purpose of study	No purpose stated, purpose is unclear, or purpose is irrelevant to the literature review	Clearly states the potential relationship between the independent and dependent variables	Clearly states the potential relationship between the independent and dependent variables Purpose is clearly the next logical research step derived from limitations of current literature	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/> X 4	4 <input type="checkbox"/> 8 <input type="checkbox"/> 12
4. <input type="checkbox"/> Research Questions	No research questions or research questions unclear	Research questions stated at the conclusion of purpose Research question(s) adhere to the following format: <i>What is the effect of (independent variable) on (dependent variable)?</i> OR <i>What is the extent to which (independent variable) increases/decrease (dependent variables)?</i>	Research question(s) explicitly stated at the conclusion of purpose Research question(s) adhere to the following format: <i>What is the effect of (independent variable) on (dependent variable)?</i> OR <i>What is the extent to which (independent variable) increases/decrease (dependent variables)?</i> Questions are clearly derived	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/> X 4	4 <input type="checkbox"/> 8 <input type="checkbox"/> 12

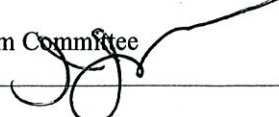
			from paucity of literature and related directly to the purpose of study			
5. <input type="checkbox"/> Description of Method	One or more of the necessary components listed under the "Target" column is missing (e.g., does not include description of participants or does not describe baseline phase) Provides "surface-level" descriptions of the method (e.g., names research design as single subject but does not provide specific, detailed explanation)	Includes all components/items (a through f) listed under the "Target" column with details, but one to two components may be unclear Important forms (e.g., social validity survey, treatment fidelity checklist) are provided	Includes clear descriptions of the following components: -Participants -Setting -Data collection, including all dependent variable measures, interobserver reliability measures, and social validity measures -Experimental design -Procedures, including descriptions of all phases (e.g., baseline, intervention, maintenance, generalization) -Data analysis -Description of method has sufficient detail to replicate study -Relevant and important forms or instruments are provided in appendices (e.g., social validity survey, treatment fidelity checklist)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> X 7	7 <input type="checkbox"/> 14 <input type="checkbox"/> 2 1
6. <input type="checkbox"/> <input type="checkbox"/> Quality and Style of Writing	Unclear (e.g., incorrect grammar, careless construction of sentences) Lacks organization (e.g., abrupt or wordy) Numerous grammatical errors Unprofessional (e.g., uses colloquial expressions, first person, or biased language)	Clear and logical communication of ideas 6 or fewer spelling or grammatical errors	Conforms to APA style: -highly organized, clear, concise, and logical communication of ideas -sentences are well structured and grammatically correct (3 or fewer spelling or grammatical errors) -clear transitions -active voice when possible	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> X 5	5 <input type="checkbox"/> 10 <input type="checkbox"/> 15
7. <input type="checkbox"/> APA Referencing*	7 or more errors	6 or fewer errors	3 or fewer errors	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>	<input type="checkbox"/> X 3	3 <input type="checkbox"/> 6 <input type="checkbox"/> 9
Up to 100 point possible (1 point is a bonus point applied to ALL scores.) <input type="checkbox"/> A= 83-100 B= 66-82 C= 49-65 U= Below <49						

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Charles L. Wood
Nancy L. Cooke
Ya-yu Lo

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on 1/14/11 by the College Graduate Curriculum Committee
Date Chair: 



UNC CHARLOTTE
College of Education

COURSE NUMBER SPED 6693

CREDIT HOURS 2

COURSE TITLE Research Implementation

CATALOG DESCRIPTION

SPED 6693. Research Implementation (2) Prerequisites: SPED 6692. This course provides evidence that a candidate can implement a single subject research study and supports the development of the capstone project required for M.Ed. candidates in special education. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member.

COURSE PREREQUISITES: SPED 6692

COURSE COREQUISITES: NA

COURSE RATIONALE

Our Special Education master's degree programs prepare students for a recommendation from the College of Education for an Advanced Teaching License. One requirement for this license is that candidates demonstrate through electronic evidence that they have met five standards. This course is intended to address Standard 4: Student Learning.

Implementation of a research project requires the candidate to conduct the research study as approved by the University's Institutional Review Board. Additionally, this course helps to develop skills in analyzing and summarizing the strength of support for various strategies used to address common challenges encountered by special education teachers. This is expected to move candidates from relying on experience or unsupported recommendations to a stronger use of scholarship to address the needs of students.

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to:

- Implement the procedures of the study with high fidelity
- Collect student performance data using appropriate data collection procedures
- Obtain interobserver agreement data on dependent variables
- Construct a computer-generated graph displaying student performance data
- Analyze student performance data
- Collect evidence of social validity

INSTRUCTIONAL METHODS

This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. Online resources (e.g., directions for constructing graphs, scoring rubrics) will be available to candidates.

COURSE CONTENT

- Obtaining parental consent and student assent
- Obtaining procedural fidelity
- Collecting student performance data
- Obtaining interobserver agreement data on dependent variables
- Constructing computer-generated graph(s) of student performance data
- Analyzing student performance data
- Collecting evidence of social validity

ILLUSTRATIVE COURSE ACTIVITIES

A planning contract will be collaboratively prepared by the advisor and student and submitted to the course instructor of record. The contract will articulate the required components and deadlines for submission. Instruction will occur in meetings and through follow-up communication (e.g., emails). At each meeting the student will be prepared to discuss ideas and strategies for accomplishing each required component. The advisor will provide models, suggest relevant resources, and direct student to online tutorials (e.g., how to construct graphs) and resources (e.g., APA style support documents). The instructor will respond to drafts with specific feedback, given verbally or in writing.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Scoring Rubric for 6693 attached.

REQUIRED TEXTBOOK

American Psychological Association. (2010). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis, 2nd Ed.* Columbus: Merrill.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practices in special education. *Exceptional Children, 71*, 165-179.

Kazdin, A. (1982). *Single-Case Research Designs*. New York: Oxford University Press.

Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn and Bacon.

Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M & Shadish, W. R. (2010). *Single-case designs technical documentation*. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.

Levin, J. R. (1994). Crafting educational intervention research that's both credible and creditable. *Educational Psychology Review, 6*, 231-243.

Lo, Y.-y., & Konrad, M. (2007). A field-tested task analysis for creating single-subject graphs using Microsoft® Office Excel. *Journal of Behavioral Education, 16*, 155-189.

Lo, Y.-y., & Peirce Starling, A. L. (2009). Improving graduate students' graphing skills of multiple baseline designs with Microsoft® Excel 2007. *The Behavior Analyst Today, 10*(1), 83-121.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137-148.

Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus, OH: Merrill.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Grade Scale

Scoring Rubric for 6693(See attached). Students will be graded per rubric criteria for Acceptable or Target. Points earned with will result in the following grades:

A= 83-100 points

B= 66-82 points

C= 49-65 points

U= Below <49 points

College of Education Diversity Commitment _____

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

University Procedures and Policies _____

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (<http://www.uncc.edu/gradmiss/catalog/XCatalogFrameset.htm>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (<http://www.legal.uncc.edu/policies/ps-105catalog.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

ATTACHMENT A

SPED 6693 Research Implementation Scoring Rubric						
Student's Name:		Sem/Yr:	Advisor:	Com Mem:	Grade:	
Points Rating <input type="checkbox"/> Indicator	1 Minimally Acceptable or Unacceptable	2 Acceptable	3 Target <input type="checkbox"/> Met following qualifiers* completely and without exception	Points x Weight = Score		
				Points	x Weight	= Score
1. Prior to study	Met target qualifiers inconsistently in ways that may have impacted integrity of study.	Met target qualifiers with minor exceptions that did not impact integrity of study.	*Made any revisions needed in response to changes since proposal with advisor approval by advisor *Provided and demonstrated clear procedures and data collection methods to advisor and received approval *Received consent from any parent/participant involved in the study prior to any data collection	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	x 4	4 <input type="checkbox"/> 8 <input type="checkbox"/> 12
2. Graph(s) of student data	Met target qualifiers inconsistently in ways that impacted interpretation of data.	Met target qualifiers with minor exceptions that did not impact interpretation of data.	*Scales and intervals of x-axis and y-axis on all graphs are appropriate *Data points are plotted correctly <input type="checkbox"/> *Phases/conditions are labeled correctly *Phases are separated correctly <input type="checkbox"/> *Data paths discontinue at phase change(s) or breaks in typical schedule <input type="checkbox"/> *Graphs include participant pseudonyms Graphs correctly reflect the research design <input type="checkbox"/>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	x6	6 <input type="checkbox"/> 12 <input type="checkbox"/> 18
3. Study record	Met target qualifiers inconsistently in ways that may have impacted interpretation of data.	Met target qualifiers with minor exceptions that did not impact interpretation of data.	*Kept clear notes on when each participant (or participants) entered each phase of study. *Calendar indicates reason for interruptions data collection for each student. *Session notes provide details that may have impacted student responses. *Decisions regarding any changes to procedures or measures are indicated.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	x3	3 <input type="checkbox"/> 6 <input type="checkbox"/> 9
4. IOA	Met target qualifiers inconsistently in ways that may have impacted integrity of study.	Met target qualifiers with minor exceptions that did not impact integrity of study.	*Procedure for IOA carried out as planned or changed with permission. *Data were kept current and recorded on a clearly labeled table. *Data were collected for approximately 25% of intervention sessions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	x5	5 <input type="checkbox"/> 10 <input type="checkbox"/> 15
5. Procedural fidelity/treatment integrity	Met target qualifiers inconsistently in ways that may have impacted integrity of study.	Met target qualifiers with minor exceptions that did not impact integrity of study.	*Procedures for collecting fidelity data were followed. *Data were kept current and recorded on a clearly labeled table. *Data were collected for approximately 25% of intervention sessions.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	x5	5 <input type="checkbox"/> 10 <input type="checkbox"/> 15

6. Communication with advisor/ committee	Met target qualifiers inconsistently in ways that may have impacted integrity of study.	Met target qualifiers with minor exceptions that did not impact integrity of study.	*Sent Excel charts and graphs with updated data on a schedule approved by advisor. *Alerted advisor whenever conditions changed that could impact study. *Made no changes to interventions or DV measures without prior approval from advisor. *Responded to any difficulties with study in a professional manner. □ *Reported any adverse events immediately to advisor as required by IRB.	1□2□ 3	x6	6□12□18
7. Revisions to method section of proposal	*Method section is missing some important information. *Unclear (e.g., incorrect grammar, careless construction of sentences *Lacks organization (e.g., abrupt or wordy) *Numerous grammatical errors *Unprofessional (e.g., uses colloquial expressions, first person, or biased language)	*Method section is missing some minor information. * Clear and logical communication of ideas *6 or fewer spelling or grammatical errors	*Rewrote method section to change tense and update any changes in data collection, intervention etc. *Updated/completed appropriate demographic information for participants *Conformed to APA style: *Writing highly organized, clear, concise, and logical communication of ideas *Sentences are well structured *3 or fewer spelling or grammatical errors (do not count replicated errors more than once) *Clear transitions within and between paragraphs *Active voice when possible	1□2□ 3	x4	4□8□12
Up to 100 point possible (1 point is a bonus point applied to ALL scores.) □ A = 83-100 B = 66-82 C = 49-65 U = Below <49						

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Charles L. Wood
Nancy L. Cooke
Ya-yu Lo

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on 1/14/11 by the College Graduate Curriculum Committee
Date Chair: 



COURSE NUMBER SPED 6694

CREDIT HOURS 2

COURSE TITLE Research Dissemination and Leadership

CATALOG DESCRIPTION

SPED 6693. Research Dissemination and Leadership (2) Prerequisites: SPED 6693. This course provides evidence that candidates will develop necessary skills and dispositions to assume the roles and responsibilities of collaborative leaders in schools and communities; demonstrate leadership in their classrooms, school, and professional organizations; and advocate for students and effective educational practices and policies. Candidates will produce a written report of a research study and deliver a workshop for their school colleagues. The workshop will include a report of the research results and implications for addressing a problem or issue in the school. This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member.

COURSE PREREQUISITES: SPED 6693

COURSE COREQUISITES: NA

COURSE RATIONALE

Our Special Education master's degree programs prepare students for a recommendation from the College of Education for an Advanced Teaching License. One requirement for this license is that candidates demonstrate through electronic evidence that they have met five standards. This course is intended to address Standard 1: Teacher Leadership.

This course helps to develop skills in analyzing and summarizing the strength of support for various strategies used to address common challenges encountered by special education teachers. This is expected to move candidates from relying on experience or unsupported recommendations to a stronger use of scholarship to address the needs of students. This course helps candidates develop necessary skills and dispositions to assume the roles and responsibilities of collaborative leaders in schools and communities; demonstrate leadership in their classrooms, school, and professional organizations; and advocate for students and effective educational practices and policies.

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to produce a written report of a research study and deliver a workshop for school staff.

The written report will follow APA (6th edition) guidelines and include the following sections:

- Introduction (in funnel format, including: statement of general problem with references from literature, literature review of at least five intervention studies, statement of purpose with a summary justifying need for study)
- Method (participants and settings, experimenter, data collection procedures including measures of dependent variables, social validity measures, procedural integrity measures, and inter-observer reliability measures, experimental design, procedures)
- Results (description of results, tables and/or graphs)
- Discussion (interpretation of results, relation to previous literature, imitations, implications for future research and practice)
- References and Appendices (tables, figures, and forms)

The workshop will include the following components to be disseminated orally and submitted as workshop materials and written products:

- Presentation of research study along with explanation of ethics in conducting research (from IRB training).
- Discussion of findings addressing students' learning in relationship to the research literature that supports this approach.
- Discussion of how this addresses a problem/issue in the school (academic or behavioral) and how this can be potentially replicated to other classrooms sharing similar problems/issues.
- Discussion of how this project drew upon collaboration with families and/or colleagues and implications of the project for future collaboration.
- Development of research to practice lesson plans that teachers could carry out in their classrooms.

INSTRUCTIONAL METHODS

This course will not be a traditional, instructor-taught course sequence, but will be directed by the candidate's academic advisor and supported by another faculty committee member. Online resources (e.g., directions for constructing graphs, scoring rubrics) will be available to candidates.

COURSE CONTENT

- Research report results section
- Research report discussion section
- Collaboration with families and/or colleagues
- Research to practice lesson plans

ILLUSTRATIVE COURSE ACTIVITIES

A planning contract will be collaboratively prepared by the advisor and student and submitted to the course instructor of record. The contract will articulate the required components and deadlines for submission. Instruction will occur in meetings and through follow-up communication (e.g., emails). At each meeting the student will be prepared to discuss ideas and strategies for accomplishing each required component. The advisor will provide models, suggest relevant resources, and direct student to online tutorials and resources (e.g., APA style support documents). The instructor will respond to drafts with specific feedback, given verbally or in writing.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Scoring Rubric for 6694 attached.

REQUIRED TEXTBOOK

American Psychological Association. (2010). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis, 2nd Ed.* Columbus: Merrill.

Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practices in special education. *Exceptional Children, 71*, 165-179.

Kazdin, A. (1982). *Single-Case Research Designs*. New York: Oxford University Press.

Kennedy, C. H. (2005). *Single-case designs for educational research*. Boston: Allyn and Bacon.

Kratochwill, T. R., Hitchcock, J., Horner, R. H., Levin, J. R., Odom, S. L., Rindskopf, D. M & Shadish, W. R. (2010). *Single-case designs technical documentation*. Retrieved from What Works Clearinghouse website: http://ies.ed.gov/ncee/wwc/pdf/wwc_scd.pdf.

- Levin, J. R. (1994). Crafting educational intervention research that's both credible and creditable. *Educational Psychology Review*, 6, 231-243.
- Lo, Y.-y., & Konrad, M. (2007). A field-tested task analysis for creating single-subject graphs using Microsoft® Office Excel. *Journal of Behavioral Education*, 16, 155-189.
- Lo, Y.-y., & Peirce Starling, A. L. (2009). Improving graduate students' graphing skills of multiple baseline designs with Microsoft® Excel 2007. *The Behavior Analyst Today*, 10(1), 83-121.
- Odom, S.L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.
- Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus, OH: Merrill.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Grade Scale

Scoring Rubric for 6694 (See attached). Students will be graded per rubric criteria for Acceptable or Target. Points earned with will result in the following grades:

A= 56-63points

B= 50-55 points

C= 44-49 points

U= Below 44 points

College of Education Diversity Commitment _____

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

University Procedures and Policies _____

Policy on a Grade of Incomplete: "The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all of the work in the course." (<http://www.uncc.edu/gradmiss/catalog/XCatalogFrameset.htm>). A contract must be written and signed by the student and instructor before a grade of I can be posted.

Academic Integrity: Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity (Policy Statement 105) (<http://www.legal.uncc.edu/policies/ps-105catalog.html>). This code forbids cheating, fabrication or falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to U. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

Attachment

SPED 6694 Grading Rubric

Score: Rating Indicator:	1 Minimally Acceptable or Unacceptable	2 Acceptable	3 Target
Results X 4	Missing results or description of results is unclear or inaccurate.	<ul style="list-style-type: none"> *Descriptive results describe and align with graph(s), providing additional information (means, ranges) and are accurate * Results of treatment fidelity, IOA, and social validity are given in final draft and are accurately reported in either the Method section or in the Results section. *Graph(s) and/or table(s) follow APA guidelines, include relevant labels, and display correctly plotted data. 	<ul style="list-style-type: none"> *All of 2 met and: *Results are presented across each participant and condition using consistent language *Results are very clearly explained *Interpretations of data are not made *Excellent choices made for data presentation (e.g., table, figure, just narrative)
Discussion X5	Missing sections or discussion is very unclear. Points made are not logical or go well beyond the data.	<ul style="list-style-type: none"> *Discussion addresses all seven sections (see Discussion Outline) *Interpretation and suggestions are logical 	<ul style="list-style-type: none"> *All of 2 met and: *Interpretation does not go beyond the data *Interpretation is insightful *Suggestions are practical *Future research is suggested that is grounded in what has been done and the outcomes of the current study.
Full Document X3	The full document is incomplete or does not follow the guidelines for order.	<ul style="list-style-type: none"> *Final copy is written so that it reports in past tense. *All of the major sections are included. *All figures and tables are attached. *All citations are in the reference list and references in the reference list are indeed cited in the text. *Revision suggestions from Phase A and Phase B final drafts were addressed. 	<ul style="list-style-type: none"> *All of 2 met and: *Final copy is complete and flows from one section to the next (i.e., consistent use of terms, no unnecessary redundancy, logical order). *Revisions from SPED 6692 and 6693 final drafts were well done.
Quality of writing X3	<ul style="list-style-type: none"> *Unclear (e.g., incorrect grammar, careless construction of sentences) *Lacks organization (e.g., abrupt or wordy) *Numerous grammatical errors *Unprofessional (e.g., uses colloquial expressions, first person, or biased language) 	<ul style="list-style-type: none"> *Clear and logical communication of ideas *6 or fewer spelling or grammatical errors 	<ul style="list-style-type: none"> *Conformed to APA style *Writing is highly organized, clear, concise, and presents logical communication of ideas *Sentences are well structured *3 or fewer spelling or grammatical errors (do not count replicated errors more than once) *Clear transitions within and between paragraphs *Active voice when possible

Workshop Presentation X3	*Workshop was not made available for evaluation (e.g., did not provide committee with video recording). *Presentation was unorganized, inaccurate, or unclear. *Presentation was not coherent or misrepresented the study.	*Gave explanation of the significance of the research in meeting behavioral and/or academic needs identified by the family or colleagues *Explained the ethical research practices followed *Presented study in a way that made the research understandable to an introductory level audience. *Presentation materials were used to support verbal presentation.	*All of 2 met and: * Presentation was very professional. *Invited and responded to questions accurately and completely
Workshop Mentoring X 3	*Workshop was not made available for evaluation. *Format did not support careful planning *Did not model or model was not clear on how to translate research into practice *Failed to give feedback to workshop participants or feedback was unsupportive *Failed to make clear the problems with assuming similar outcomes when applying to new contexts.	*Provided clear and detailed format for translating research protocol into lesson plans that vary by teaching context. *Modeled an example from context used in study *Gave clear directions for creating this research to practice lesson plan that includes data collection *Monitored and gave individual feedback *Discussed expectations for successful outcomes when changing conditions from those used in the study. *Provided a follow-up plan of support for teachers.	*All of 2 met and: *Participants all leave with a clear lesson plan for using the research practice with modifications for their context. *Workshop evaluations have ratings that average good to excellent. *Follow-up plan is realistic.

Grading scale is based on total number of points earned, determined by adding the rating for each element times the multiplier for that element and totaling the points: A= 56-63 total points; B= 50-55; C=44-49; U=below 44 points.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Charles L. Wood
Nancy L. Cooke
Ya-yu Lo

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on 1/14/11 by the College Graduate Curriculum Committee
Date Chair: _____

THE PROPOSED PLAN OF STUDY

Special Education

M.Ed Requirements

33 Graduate Credit Hours

SPECIAL EDUCATION CORE

Course requirements (9 hrs.)

EDUC 6254 Individualizing Instruction for Diverse Learners (3)
 SPED 6502 Advanced Classroom Management (3)
 SPED 6503 Instructional Design in Special Education (3)

RESEARCH CORE

Course requirements (12 hrs.)

RSCH 6101 Research Methods (3)
 RSCH 7113 Single Case Research (3)
 SPED 6692 Master's Research Proposal (2)
 SPED 6693 Master's Research Implementation (2)
 SPED 6694 Master's Research Dissemination and Research (2)

SPECIALTY TRACK OPTIONS

Course requirements (12 hrs within a single track)

Adapted Curriculum (add-on license)
 AIG (add-on license)
 Autism (Certificate)
 Leadership
 General Education
 Instructional Technology
 Teaching English as a Second Language
 *Other as developed with approval of advisor