

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department Exceptional Student Education College Education <i>(To obtain a course number, contact erudolph@fau.edu)</i>		Confirmed _____ Banner Posted _____ Catalog _____
Prefix EEX Number 7918	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Research	Course Title Pre-Candidacy Research in Special Education
Credits <i>(Review Provost Memorandum)</i> 1-6 credits	Grading <i>(Select One Option)</i> Regular <input type="radio"/> Sat/UnSat <input checked="" type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> Pre-candidacy research is an individually designed research experience, designed to engage doctoral students in an active, field-based study. The course requires the design and implementation of a preliminary research project (e.g., pilot or small-scale study) directly related to the student's scholarly interest in ESE. The study is to be planned by the student and a faculty member and may be repeated for credit. An original research report will be produced by the student. Grading: S/U	
Effective Date <i>(TERM & YEAR)</i> Summer 2020	Prerequisites Permission of the instructor		Corequisites Registration Controls <i>(Major, College, Level)</i> Doctoral standing in Exceptional Student Education, College of Education
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here Students will develop a list of readings germane to the topic of their Pre-candidacy research. The readings will include literature sources that drive their research methods, as well as the content knowledge related to the topic of their studies.	
Faculty Contact/Email/Phone Michael Brady; mbrady@fau.edu; 297-3281		List/Attach comments from departments affected by new course All COE Departments (attached)	

Approved by Department Chair <u>Michael Brady</u> College Curriculum Chair <u>Paul R. Lewis</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____	Date <u>10/25/2019</u> <u>11/8/2020</u> <u>1/9/20</u> <u>1/29/20</u> <u>1/29/20</u> <u>1-29-20</u>
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.



Department of Exceptional Student Education
College of Education
Florida Atlantic University

Instructor:

Phone:

Office Hours:

Office:

E-mail:

Class Day/Time:

COURSE NUMBER: EEX 7918 **CRN *****

COURSE TITLE: Pre-Candidacy Research in Special Education

Credits: 1-6 credits

COURSE DESCRIPTION:

Pre-candidacy research is an individually designed research experience, designed to engage doctoral students in an active, field-based study. The course requires the design and implementation of a preliminary research project (e.g., pilot or small-scale study) directly related to the student's scholarly interest in ESE. The study is to be planned by the student and a faculty member and may be repeated for credit. An original research report will be produced by the student. *Grading: S/U*

PREREQUISITE

Permission of the instructor

RATIONALE FOR THE COURSE

Pre-candidacy research is required for all students in the ESE doctoral program. It serves as an opportunity for students to participate in a formal study prior to achieving doctoral candidacy, and prior to conducting the dissertation. It is expected that doctoral students will use the Pre-candidacy research experience to acquire the skills and confidence to conduct more organized and rigorous dissertation research, and to prepare for a doctoral comprehensive examination question.

REQUIRED TEXTS:

Students will develop a list of readings germane to the topic of their Pre-candidacy research. The readings will include literature sources that drive their research methods, as well as the content knowledge related to the topic of their studies.

TECHNOLOGY:

E-mail: Your FAU email address will be used.

Media: Software germane to the conduct of the study will be needed, including but not limited to:

SPSS or SAS

ATLAS.ti or NVivo

Windows Office Suite (Word, PowerPoint, Excel, Publisher)
Web based calculators for SCR analysis (Version 2.0)

COURSE OBJECTIVES:

Successful students will demonstrate the following skills:

1. identify a research issue related to their professional interests;
2. develop one or more Research Questions based on previous literature that would advance an understanding of the issue;
3. create a proposal with a systematic methodology that will address the Research Question(s);
4. collect and analyze data that will enable students to demonstrate a reasonable understanding of the outcomes of the study;
5. produce a written description of project and present it in writing and orally to faculty on their academic committees;
6. produce a “Big Picture” description of the lessons learned from the research experience that will drive a future candidacy examination question.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- American Psychological Association (2020). *Journals article reporting standards (JARS)*. <https://apastyle.apa.org/jars>
- Council for Exceptional Children, Standards for Evidence-Based Practices in Special Education (2014)
<https://www.cec.sped.org/~media/images/standards/cec%20ebp%20standards%20cover/cecs%20evidence%20based%20practice%20standards.pdf>
- Council for Exceptional Children, Professional Ethics and Standards: What Every Special Educator Should Know (2015)
- Council of Graduate Schools, The Project for Scholarly Integrity (CGS)
<http://cgsnet.org/best-practices-graduate-education-responsible-conduct-research>
- U.S. Department of Health and Human Services, Office of Research Integrity (ORI) <https://ori.hhs.gov/rcr-objectives-delphi-study>

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Doctoral leaders make informed and skillful data-based decisions, exhibit ethical scholarly behavior, and provide evidence of being a capable and professional scholar by demonstrating effective, ethical practices during the design, implementation, and dissemination of research activities.

COURSE REQUIREMENTS:

Students enrolled in pre-candidacy research will have 7 sets of requirements. Students will establish an expected timeline for the requirements, in consultation with the faculty member supervising the research activities.

1. Rationale for the Study: Develop a 1-page statement of a research need based on previous research.
2. Method Section: Develop a 4-6 page systematic plan for the development of a study that follows the standard method section used in studies that employ similar research methods. Methods will comply with the *journals article reporting standards* (JARS) established by American Psychological Association.
3. IRB: Develop and submit an Institutional Review Board (IRB) application for human subjects research approval.
 - Complete an application
 - Develop a research protocol
 - Develop a consent process and form (if necessary)
 - Obtain IRB approval prior to data collection
4. Implementation: Implement the research activities including:
 - Collecting data
 - Implementing an intervention (if appropriate to the Research Questions)
 - Evaluating the data
5. Written Summary: Produce a written summary of the project, following APA format, and acceptable for submission to a journal in the field of study.
6. Oral Presentation: Provide an oral presentation of the project including:
 - “Brown Bag” presentation to the academic committee and others
 - And other forms of dissemination that might include presentation at a local/state/regional conference, presentation at an Honors Seminar for ESE undergraduate students, presentation for COE Holmes Scholars, or for a webinar.
7. Lessons Learned: Develop a description of the lessons learned from the research experience that includes:
 - Methodological issues involved in the study
 - Expected and unexpected findings from the study
 - A statement regarding the need for future research related to the study
 This statement will be used to guide the development of a doctoral candidacy examination question once the study is complete.

A plan for pre-candidacy research must be submitted 6 weeks prior to enrollment in EEX 7918, and a designated faculty member must approve the plan.

COURSE EVALUATION:

Assignment	Rating	% of Grade
Rationale for the Study	S / U	10
Method Section	S / U	10
IRB	S / U	10
Implementation	S / U	20
Written Summary	S / U	20
Oral Presentation	S / U	10
Lessons Learned	S / U	20

GRADING SCALE:

This course experience is based on Satisfactory / Unsatisfactory performance on 7 sets of requirements. Performance is based on a mastery model of learning, with an expectation that students will complete each of the requirements within the semester timelines established between the faculty member and the student.

POLICIES AND PROCEDURES**LATE WORK AND INCOMPLETES:**

Students are expected to adhere to a regular schedule of research activities established at the beginning of the semester with the supervising faculty member. Timely completion of pre-candidacy research is needed before a doctoral student can proceed to the doctoral comprehensive exam. Students cannot proceed to the comprehensive exams if the pre-candidacy research has earned an INC or an Unsatisfactory grade.

CLASSROOM ETIQUETTE

Students who conduct applied research in schools, family homes, or other public places must follow the policies of the host regarding tardiness or on the use of recording and other electronic and devices.

ATTENDANCE:

According to University policy, *“Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The instructor determines the effect of absences upon grades, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.*

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next

scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence."

Attendance for a supervised research activity such as the pre-candidacy research includes meaningful, active involvement in all planning and discussion sessions with the research supervisor, as well as professional and ethical conduct in field-based activities linked to this project. Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES:

"In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures. For more information, please visit the SAS website at www.fau.edu/sas/ ."

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

"Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/> ."

CODE OF ACADEMIC INTEGRITY POLICY

"Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001."

DEPARTMENT ACADEMIC INTEGRITY

Doctoral students are expected to demonstrate professional demeanor while planning and conducting scholarly activities, participating in planning sessions with faculty and other student scholars, and by attending to requirements and deadlines necessary for the successful completion of the doctoral program. Doctoral students are also expected to demonstrate the highest levels of research ethics and professional demeanor when interacting with research participants, including following a strict adherence to informed consent and other IRB guidelines.

METHODS OF INSTRUCTION:

Methods of instruction include guided learning under the supervision of one or more faculty who supervise research activities. This requires discussions with faculty and colleagues, modeling, guided rehearsal and practice, and media presentations. Students will acquire knowledge and skills that will enhance their professional development involving students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

LEARNING SUPPORT SERVICES

“Information on university resources available to support student learning is available on Canvas. Specific links and resources for the (a) Library Services, (b) Center for Learning and Student Success (CLASS), (c) Office for Students with Disabilities, (d) Center for Teaching and Learning, (e) FAU Institutional Review Board (IRB), and (f) the University Writing Center are provided by selecting the Learning Support Services link on the course menu.”

References

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington DC: APA.
- American Psychological Association (2020). *Journals article reporting standards (JARS)*. <https://apastyle.apa.org/jars> .
- Council for Exceptional Children (2015). *What every special educator must know: Professional ethics and standards* (6th ed.). Reston, VA: CEC.
- Council for Exceptional Children. (2014). *Standards for evidence-based practices in special education*. Arlington, VA: CEC.
<https://www.cec.sped.org/~media/images/standards/cec%20ebp%20standards%20cover/cecs%20evidence%20based%20practice%20standards.pdf>
- Sternberg, R. J. (2003). *The psychologist's companion: A guide to scientific writing for students and researchers* (4th ed.). Cambridge, U.K.: Cambridge University Press.



Sat 10/26/2019 12:34 PM

Robert Shockley

Re: New Course Proposal for ESE

Michael Brady

You replied to this message on 10/26/2019 12:46 PM.

Sorry this took awhile but I wanted to confer with our Research Methods faculty. Go ahead. We do not see any conflict. Thanks. RS

Sent from my iPad

On Oct 23, 2019, at 2:24 PM, Michael Brady <mbradv@fau.edu> wrote:

Hi Mike:
CCEI sees no conflict!

Take care,
Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, & Educational Inquiry
ED 347, College Of Education
Boca Raton, FL 33431
Tel: 561-297-3965
Fax: 561-297-2925

“In diversity, there is beauty and there is strength” ~ Maya Angelou

Sent from my iPhone



Tue 10/22/2019 9:10 AM

Dale Williams

RE: New Course Proposal for ESE

To Michael Brady; Hanizah Zainuddin; Paul Peluso; Barbara Ridener; Robert Shockley

Cc Charles Dukes

No CSD conflict.

GRADUATE COLLEGE

JAN 09 2020

This is not a conflict for Teaching and Learning.

Good luck!

Barbara

Barbara R. Ridener, Ph.D.
Chair, Department of Teaching and Learning
Florida Atlantic University

No Conflict with CE

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

ACA Governing Council Representative, International Association of Marriage and Family
Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

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From: Michael Brady <mbrady@fau.edu>

Sent: Monday, October 21, 2019 4:17 PM

To: Dale Williams <DWILLIAM@fau.edu>; Hanizah Zainuddin <zainuddi@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Barbara Ridener <BRIDENER@fau.edu>; Robert Shockley <SHOCKLEY@fau.edu>

Cc: Charles Dukes <cdukes@fau.edu>

Subject: New Course Proposal for ESE

Chairs: The ESE Department is proposing a new course to be added to the doctoral program. The course is to be taken prior to achieving doctoral candidacy, and requires the design and implementation of a pilot or other small-scale study. The study is expected to help propel students through one portion of their doctoral comprehensive exams, and to establish a basis for their dissertation research.

Will you review the syllabus and New Course Form (attached)? If you agree that the course is not redundant to courses or curriculum in your departments, please respond to this message with an email stating that.

Thanks in advance for your review and support!

MB

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JAN 09 2020