Course Change Request

Date Submitted: 02/18 11:12 am

Viewing: SPED 618: Induction and Preparation for the Professoriate in Special Education and Allied Fields

Last edit: 02/18 1:52 pm
Changes proposed by: gbyrns

Catalog Pages
referencing this course

In Workflow
1. EPSY Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>979-862-2289</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: SPED  
Course number: 618

Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Effective term: 2019-2020

Complete Course Title: Induction and Preparation for the Professoriate in Special Education and Allied Fields

Abbreviated Course Title: PREP PROF SPEC ED& ALLIED FLDS INDUCT PROF DEV-HIGH ED

Catalog course description:
Orientation to full-time doctoral studies; understanding of historical and contemporary issues in the field of special education; familiarization with special education literature and allied fields; considers roles and expectations of university faculty; application of systematic reviews of experimental research in special education and allied fields. Literature:

Prerequisites and Restrictions:
Admission into a CEHD special education doctoral program.

Concurrent Enrollment: No
Should catalog prerequisites: No

https://nextcatalog.tamu.edu/courseleaf/approve/
Concurrent enrollment be enforced? No
Crosslisted with No
Stacked with No
Semester: 3
Credit Hour(s): 3
Contact Hour(s): (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 1310010004
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

| Program(s) | SPED 618 Doctor of Philosophy in Educational Psychology |

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: SPED 618_Syllabus.docx

Letters of support or other documentation: No

Additional information: Sandra Williams (sandra-williams) (09/06/17 9:25 pm): Rollback: Please update catalog course description on form to conform to our style guide for catalog course descriptions: http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions
Shanna Hagan-Burke (shahanburke) (02/12/18 11:07 am): Rollback: Per your request.
Sandra Williams (sandra-williams) (02/13/18 1:41 pm): This type of change does not require a syllabus.
Reported to state? Change
Preparation for the Professoriate in Special Education and Allied Fields

The information contained in this syllabus is subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>SPED 618</th>
<th>Instructor</th>
<th>Julie Thompson, PhD, BCBA-D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Term</td>
<td>Spring 2017</td>
<td>Office Hours</td>
<td>Mondays 12-4pm *and by appointment</td>
</tr>
<tr>
<td>Course Time</td>
<td>Tuesdays 12-3pm</td>
<td>Office</td>
<td>652 Harrington Tower</td>
</tr>
<tr>
<td>Course Location</td>
<td>Harrington 701G</td>
<td>Office Phone</td>
<td>979-845-7423</td>
</tr>
<tr>
<td>Course Credit Hours</td>
<td>3</td>
<td>Email/Skype</td>
<td><a href="mailto:jltompson@tamu.edu">jltompson@tamu.edu</a>/julielynthompson</td>
</tr>
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</table>

1.0 COURSE DESCRIPTION
Orientation to full time doctoral studies; understanding of historical and contemporary issues in the field of special education and allied fields; considers roles and expectations of university faculty; application of systematic reviews of experimental research in special education and allied fields.
Prerequisite: Admission into a CEHD doctoral program.

2.0 COURSE OBJECTIVES
Upon successful completion of this course, students will be able to:
1. Identify and describe faculty roles and expectations at different Carnegie-ranked institutions of higher education (IHE’s).
2. Identify and describe faculty search and tenure and promotion procedures at research extensive universities, e.g., TAMU.
3. Identify and describe division, department, and university procedures for establishing a program of study, participating in the preliminary examination, and engaging in dissertation research.
4. Describe published scholarship of EPSY Faculty within your division and across the department.
5. Complete (with 90% accuracy or better) TAMU’s web-based ethics training course for conducting research with human subjects.
6. Define plagiarism and self-plagiarism, and describe division, department, and university-level policies for handling incidences of suspected plagiarism.
7. Prepare a professional curriculum vitae to chronicle professional accomplishments.
8. Develop a plan for professional development and goals.
   a. Differentiate reference formats for books, articles, websites, presentations, and unpublished works.
   b. Illustrate the correct format for manuscript with three, four, and five levels of heading structure; identify and define the elements of a research manuscript.
   c. Identify the major elements of an empirical research article.
10. Implement a systematic literature summary by identifying a topic, conducting an electronic search, generating annotations, developing an evidence matrix, and preparing a written summary of findings.

NOTE: Specific learning outcomes related to each of the above areas are embedded in the course schedule below.

3.0 HOW TO DO WELL IN THIS COURSE
- Begin setting aside time daily to read the assigned materials. It may be hard at first to read the volume required for this course, but over time you will build this “muscle” and with regular practice will be surprised at the level and duration of sustained reading you will achieve.
- Think critically about how the readings and discussions apply to your professional goals and be prepared to discuss your thoughts during class.
• Identify a topic for your literature review that applies to your research interests and that you are willing to spend a long time exploring. The goal is that you will be able to turn this assignment into a journal article submission. In addition, this review should help you refine your understanding of your research topic to assist you with developing and implementing an experimental study. You must know what has been explored before and how your research can extend previous work.

4.0 MATERIALS
Required Materials
   **Note: The spiral bound version is highly recommended.

5.0 COURSE REQUIREMENTS AND POLICIES
Requirements
• Class Preparation and Participation
• Study Guides
• Doctoral Student Interview
• IRB Human Subjects Research Training Completion
• Faculty Article Reading Logs
• Curriculum Vitae
• Five-Year Plan
• Literature Summary and Presentation

*Failure to submit an interview, reading log, curriculum vitae, literature summary, presentation, or five-year plan will result in the deduction of one full grade (i.e., A becomes a B)

Policies
Re-grades: If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based). A re-grade may result in no change or an increase or decrease in the original grade.

Absences/Make-ups: Students are expected to complete course requirements on a weekly basis. Bona fide emergencies leading to incomplete assignments should be discussed with the instructor to explore the possibility of special accommodations and/or arrangements. Otherwise, make-up assignments and/or presentations will not be permitted to anyone, for any reason.

Turning in assignments: All assignments should be posted to eCAMPUS. Assignments placed in incorrect folders will receive a grade of zero. If eCAMPUS malfunctions, please email your assignment directly to the me. All documents must be labeled as follows:
“lastname_assignmentname_SPED618.doc” For example, if I were turning in study guide 2, I would label the assignment: “Thompson_studyguide2_SPED618.doc”

**Past due assignments:** There is an automatic 50% reduction for assignments turned in late, regardless of reason. Assignments turned in more than one week beyond the due date will not be given credit, regardless of reason. Late documents can be emailed to the instructor at jlthompson@tamu.edu.

**APA Formatting:** Assignments must follow APA Manual (6th edition) formatting guidelines. Participants should become familiar with APA style discussed in the first two chapters of the manual and requirements for meeting APA conventions discussed in later chapters.

**Assistance:** Students are encouraged to contact the me any time for clarification or additional help in understanding the material as needed. Occasionally, I will have meetings during my office hours. If possible, please contact me before coming by so I can be sure I am accessible. You can make an appointment to meet via phone, Skype, or in person. Any questions that will aid you in mastering the material are welcomed.

**Communication:** Please check your TAMU email account regularly. I will rely on email as the primary method for communicating critical information about the course to students. I will only send email to TAMU email addresses and students are accountable for all information. I will do my best to respond to your emails in a timely manner. Please allow at least two business days for a response from an instructor before sending a follow-up email. *I rarely respond to emails on the weekends.* Please plan ahead, review your assignments early, and ask questions regarding assignments no later than the Friday before the assignment is due.

### 6.0 ASSIGNMENTS

**All course assignments must be completed independently.**

**Class Preparation and Participation**

2 pts (10 in person lectures = 20pts)

Come to all class meetings thoroughly prepared, having completed assignments sufficiently to (a) engage in discussions about assigned readings and (b) relate their contents to previous class assignments and discussions.

**Study Guides**

2pts (12 total = 24 pts)

Complete weekly study guides in order to prepare for class discussions. Study guides are lists of questions pertaining to the assigned readings from chapters and articles. Study guides are posted on the course website. Completed study guides must be typed and posted by 11:55 am on the day they are due.

**Doctoral Student Interview**

10 pts

You will schedule and interview at least one advanced (or recently graduated) doctoral student regarding their experiences as a graduate student and professional advice. Interviews should be written as a 2 page summary.

**IRB Human Subjects Research Training Completion**

10 pts

Complete (with 90% accuracy or better) TAMU’s web-based ethics training course for conducting research with human subjects. Information and location of the trainings can be found here: [http://rcb.tamu.edu/humansubjects/training](http://rcb.tamu.edu/humansubjects/training) and [www.citiprogram.org](http://www.citiprogram.org)
Faculty Article Reading Logs  5 pts (5 total = 25pts)
Throughout the semester you will review 5 scholarly journal articles authored by EPSY Faculty. A 1 page summary will be submitted for each article. These articles must be different from those that are used in your literature summary assignment and other courses.

Five Year Plan  20 pts
You will create a visual of the organizational framework for your initial areas of inquiry. Then you will map out a series of possible studies. From this framework, you will develop a 5-year plan.

Curriculum Vitae  10pts
Prepare and submit a curriculum vitae. Submissions should be professionally prepared; incorporate pertinent scholarly activities to date; and reflect the formatting, guidelines, and examples provided in class.

Literature Summary and Presentation  40 pts
Summarize existing empirical research regarding a special education (or related) intervention of your choice. Submitted in 4 parts:
Part 1 Individual Article Annotations: Individual article annotations for studies (minimum of 10 studies) to be included in your review.
Part 2 Summary Tables: Tables summarizing information across all of the articles.
Part 3 Summary Paper: A written summary paper that describes your search procedures, states the purpose of your review, includes your summary tables, and synthesizes what you learned, what remains unknown across the studies as a group. *Papers will be assessed using Turnitin originality database.*
Part 4 Summary Presentation: Prepare and deliver a 15-minute presentation that succinctly summarizes the knowledge-base in the area you selected for your literature summary. Presentations should be professionally prepared via Microsoft Powerpoint.

7.0 GRADING

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<th>Points per Assignment</th>
<th>Total Points Available</th>
<th>Percentage of Grade</th>
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<td>Class Preparation and Participation</td>
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<td>Study Guides</td>
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<td>Doctoral Student Interview</td>
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<td>IRB Human Subjects Research Training</td>
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<td>10</td>
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<td>Faculty Article Readings</td>
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<td>Five-year plan</td>
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<tr>
<td>Curriculum Vita</td>
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<td>Literature Summary and Presentation</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>159</strong></td>
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Grading Scale

<table>
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<tr>
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<td>A</td>
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<tr>
<td>B</td>
<td>127-142</td>
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8.0 AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu

9.0 ACADEMIC INTEGRITY

For additional information please visit: http://aggiehonor.tamu.edu

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

10.0 TOPICAL OUTLINE (see following pages)
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>REQUIRED READINGS FOR THIS SESSION</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Aug. 29</td>
<td>Introductions, Course Overview, what do professors do? and some key terms.</td>
<td>adds studies and readings as per the context and needs of the course.</td>
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<tr>
<td>Sept. 5</td>
<td>Roles of the Professoriate</td>
<td>Boyer 1 &amp; 2 &amp; 3</td>
<td>Study Guide 1</td>
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<td>Sept. 12</td>
<td>Systematic Literature Reviews</td>
<td>Booth 1 &amp; 2 &amp; 3</td>
<td>Study Guide 2</td>
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<td>Sept. 19</td>
<td>Conducting a Literature Search and Organizing Articles</td>
<td>Booth 4 &amp; 5 &amp; 6</td>
<td>Study Guide 3</td>
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<td>Sept. 26</td>
<td>Types of faculty positions and universities</td>
<td>Montrosse, B. E., &amp; Young, C. J. (2012). Market demand for special education faculty.</td>
<td>Study Guide 4</td>
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<td>Kelsky Chapter 11: Where are the Jobs? Institution Types and Ranks</td>
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<td>Our Department and Faculty Faculty Panel Interview</td>
<td>Kelsky Chapter 3: Myths Grad Students Believe</td>
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<td>Booth 7 &amp; 8</td>
<td>Fac. Reading Log 3</td>
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<td>faculty: The influences of contemporary education issues and policy recommendations.</td>
<td>Fac. Reading Log 4</td>
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<td>Kelsky Chapter 6: The Attributes of a Competitive Tenure Track Candidate; Chapter 7: Building a Competitive</td>
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<td>Record; Chapter 14: Take Control of Your CV; Chapter 24: Rules of the Academic CV</td>
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<td>Oct. 24</td>
<td>Teaching and Technology</td>
<td>McKeachie’s Teaching Tips (provided by instructor)</td>
<td>Study Guide 8</td>
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<td>5-Year Plan</td>
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<td>Writing</td>
<td>APA Manual</td>
<td>Study Guide 10</td>
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<td>Skinner, B. F. (1981). How to discover what you have to say – A talk to students.</td>
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<tr>
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<td>Topic</td>
<td>Readings/Notes</td>
<td>Study Guide/Link</td>
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<tr>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Nov. 14</td>
<td>Advancing and Disseminating Your Research</td>
<td>Kelsky Chapter 17: Why you want and need grants; Chapter 19: Applying to Conferences; Chapter 20: How to Work the Conferences; Kelsky Chapter 16: Publish This, Not That</td>
<td>Study Guide 11 Literature Summary Part 2</td>
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</tbody>
</table>
http://retractionwatch.com/  
https://ori.hhs.gov/case_summary | Study Guide 12 IRB training                |
| Nov. 28| Literature review presentations            |                                                                                | Literature Summary 3 & 4                              |
| Dec. 5 | (Presentations Continued)                  |                                                                                |                                                      |