

SOUTH DAKOTA BOARD OF REGENTS
New Course Request

<u>BHSU</u>	<u>BEDUC</u>		
Institution	Division/Department	Institutional Approval Signature	Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as it will appear in the system common or unique database, including pre-requisites, co-requisites, and registration restrictions.

<u>Prefix & No.</u>	<u>Course Title</u>	<u>Credits</u>
ED 420/520	Single Subject Research Methodology	2

Course Description: This course is designed to provide the learner with readings, discussions, and other learning experiences in the area of single subject research methodology. The intent of the course is to provide learners from a variety of disciplines (e.g., education, psychology, sociology, health sciences) with an opportunity to acquire competencies related to planning, implementing, and analyzing the effectiveness of individualized interventions or therapies (e.g., academic tutoring, behavior modification, mental health treatment regimens, physical rehabilitation). Single subject is not specific to any teaching discipline or age level. Thus, the methodology is often used in applied fields of psychology, education, human behavior, and health/medicine. In this course, a general method is described for conducting and interpreting research where individuals serve as their own control, rather than using another individual/group.

Prerequisites: Admission to the Teacher Preparation Program

Section 2. Review of Course

Will this be a common or unique course? (select the appropriate option below)

 X This course will be a unique course. (Go to Section 3.)

 This course will be a common course. (Complete below, then go to Section 3.)

Indicate universities that are proposing this common course:

 BHSU DSU NSU SDSMT SDSU USD

Section 3. Other Course Information

1. Are there instructional staffing impacts?

_____ No. Replacement of _____ which is
(prefix, number, name of course, credits)
being deleted. Effective date of deletion: _____

X No, schedule management. Explain: A course currently offered both fall and spring each year in the K-12 SPED major is being moved to once per year to accommodate this course within Dr. Clinton's current faculty load.

_____ Yes. Specify:

2. Existing program in which course will be offered: BSED in K-12 Special Education

3. Proposed instructional method: Discussion/Recitation
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm>)

Provide a brief justification: This course is designed for group discussion, student recitation, and hands-on application/projects.

4. Proposed primary delivery: 018 Internet Synchronous, 001 Face to Face
(may be found at <http://www.sdbor.edu/services/academics/AAC/guidelines.htm>)

5. Term in which change will be effective: Fall 2017

6. Can this course be repeated for additional credit?
_____ Yes, total credit limit: _____ X No.

7. Will the grade for this course be limited to S/U (pass/fail)? _____ Yes _____ X No

8. Will section enrollments be capped?
_____ X Yes, maximum per section 35 _____ No

9. Will this course be equated (i.e. considered the same course for degree completion) with any other unique or common course in the course database? _____ X Yes _____ No
Yes. It will be equated to ED 520.

10. Is this prefix already approved for your university? _____ X Yes _____ No

Section 4. To be completed by Academic Affairs

1. University department code: BEDU

2. Proposed CIP code: 13.0603

Is this a new CIP code for this university? _____ Yes X No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Dr. Elias Clinton		3/31/16
Request Originator	Signature	Date
Department Chair	Signature	Date
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

1) A considerable gap exists between what is known in the research literature and what is done in educational and health service settings. Two solutions typically are presented for this problem: a) researchers must translate their work for practitioners, and b) practitioners must read the research literature. This course offers a third solution: practitioners can become the researchers. A number of benefits occur when practitioners are engaged in research: a) the gap between research and practice is reduced, b) practice is improved because it is submitted to scientific inquiry, c) the research literature is improved because questions and problems related directly to daily practice are addressed, and d) practitioners can then legitimately claim the title of "Professional."

2) The second rationale for the course is that "Much of what we know we don't know" (Fredericks, 1978). Thus, when attempting to teach/treat individuals' using individualized interventions, we must often make many decisions for which there is no database. We, as practicing professionals, are responsible for developing such a database.

3) Finally, with the 1975 passage of P.L. 94-142, it was mandated that educational practitioners provide their pupils with an "appropriate" education. The definition of "appropriate" remains unresolved. For many, the appropriateness of an educational program is determined by practitioners' ability to induce positive academic/social behavior change in students. Such a definition requires practitioners to base their program decisions on empirical evidence. The use of single subject research has offered practitioners a means for evaluating program effectiveness. Thus, the methodology presented in this course will assist the practitioner in dealing with the accountability issue as it relates to providing an "appropriate" education.

2. Note whether this course is: X Required Elective

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
This course will be offered at both the 400 and 500 levels. Students taking it at the 500 level will have an additional layer to the project focusing on practical application and their own classroom experiences.

5. Desired section size 25-35

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Dr. Elias Clinton is a full-time Assistant Professor of Special Education, holding the PhD degree in Special Education and serving BHSU in a tenure-track position.

7. Note whether adequate facilities are available and list any special equipment that will be needed for the course.

Adequate facilities and equipment are available.

8. Note whether adequate library and media support are available for the course.

Yes, current support services will be sufficient.

9. Will the new course duplicate courses currently being offered on this campus?

_____ Yes X No

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

No, the course will be offered only for 2 credits.