APPLICATION FOR NEW COURSE

1. General Information.

a. Submitted by the College of: Education

b. Department/Division: EDSRC

c. Contact person name: Brian Bottge

d. Requested Effective Date: ☑ Semester following approval OR ☐ Specific Term/Year:

2. Designation and Description of Proposed Course.

a. Prefix and Number: EDS713

b. Full Title: Designing Classroom-Based Intervention Research in Special Education

c. Transcript Title (if full title is more than 40 characters): Design Clsrm Based Res in Sped

d. To be Cross-Listed\(^2\) with (Prefix and Number):

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours\(^3\) for each meeting pattern type.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory(^1)</th>
<th>Recitation</th>
<th>Discussion</th>
<th>Indep. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>Colloquium</td>
<td>Practicum</td>
<td>Research</td>
<td>Residency</td>
</tr>
<tr>
<td>37.5 Seminar</td>
<td>Studio</td>
<td>Other – Please explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

f. Identify a grading system: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit?

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester?

i. Course Description for Bulletin: The purpose of this course is to acquaint students with methods for designing and conducting experimental and quasi-experimental intervention studies in school-based settings. Students will have the opportunity to conceptualize a study based on their interests and propose procedures for implementing it. Although knowledge of basic statistics would increase understanding, the substance of the course focuses primarily on designing studies that test for the presence of a distinct cause-and-effect relationship between variables.

j. Prerequisites, if any: ______

k. Will this course also be offered through Distance Learning?

If YES: ☑ ☐

i. Supplementary teaching component, if any: ☐ Community-Based Experience ☐ Service Learning ☐ Both

---

\(^1\) Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

\(^2\) The chair of the cross-listing department must sign off on the Signature Routing Log.

\(^3\) In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

\(^4\) You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

Rev 3/09
APPLICATION FOR NEW COURSE

3. Will this course be taught off campus?  
   YES ☐  NO ☑

4. Frequency of Course Offering.
   a. Course will be offered (check all that apply):  ☒ Fall  ☐ Spring  ☐ Summer
   b. Will the course be offered every year?  
      YES ☐  NO ☑
      If NO, explain:  It will be offered contingent on enrollment of graduate students in special education.

5. Are facilities and personnel necessary for the proposed new course available?  
   YES ☑  NO ☐  
   If NO, explain:

6. What enrollment (per section per semester) may reasonably be expected?  10

7. Anticipated Student Demand.
   a. Will this course serve students primarily within the degree program?  
      YES ☐  NO ☑
   b. Will it be of interest to a significant number of students outside the degree pgm?  
      YES ☐  NO ☑  
      If YES, explain:

8. Check the category most applicable to this course:
   ☒ Traditional – Offered in Corresponding Departments at Universities Elsewhere
   ☐ Relatively New – Now Being Widely Established
   ☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).
   a. Is this course part of a proposed new program?  
      YES ☐  NO ☑  
      If YES, name the proposed new program:
   b. Will this course be a new requirement for ANY program?  
      YES ☐  NO ☑  
      If YES, list affected programs:

10. Information to be Placed on Syllabus.
    a. Is the course 400G or 500?  
       YES ☐  NO ☑  
       If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
    b. ☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

---

5 In order to change a program, a program change form must also be submitted.
APPLICATION FOR NEW COURSE

Signature Routing Log

**General Information:**

Course Prefix and Number: **EDS713**
Proposal Contact Person Name: **Brian Bottge**  
Phone: **7-7908**  Email: **bbott2@uky.edu**

**INSTRUCTIONS:**
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSRC</td>
<td>11/3/09</td>
<td>Debra Harley / 7-7199 / dharl00.uky.edu</td>
<td>[Signature]</td>
</tr>
<tr>
<td>Courses &amp; Curricula</td>
<td>2/22/10</td>
<td>Jeff Reese 7-4909 <a href="mailto:jeff.reese@uky.edu">jeff.reese@uky.edu</a></td>
<td>[Signature]</td>
</tr>
<tr>
<td>College of Education</td>
<td>3/9/10</td>
<td>Robert Shapiro 7-9795 tshap@1</td>
<td>/</td>
</tr>
</tbody>
</table>

**External-to-College Approvals:**

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision(^6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Colleges Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

\(^6\) Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09
UNIVERSITY OF KENTUCKY  
Department of Special Education  
& Rehabilitation Counseling

Course Syllabus  
EDS 713 Designing Classroom-Based Intervention Research in Special Education

Instructor  
Brian Bottge  
222 Taylor Education Building  
Office Phone: 257-7908  
Email: bbott2@uky.edu (best option)

Time and Location  
Time: TBA  
Location: TBA

Office Hours  
TBA  
Other times by appointment

Prerequisites  
Graduate status

Rationale and Course Description  
The number of intervention research studies investigating the effectiveness of special education instructional approaches is at its lowest point in 30 years (Gersten, Baker, & Lloyd, 2000). In fact, only 16% of articles published in top special education journals over the past 10 years report findings from intervention research (Mastropieri et al., 2009). Several reasons for the shortage have been forwarded. Chief among them is the premise that school-based interventions are more difficult to design, carry out, and report, especially when group designs are being considered.

The purpose of this course is to acquaint students with methods for designing and conducting experimental and quasi-experimental intervention studies in school-based settings. Students will have the opportunity to conceptualize a study based on their interests and propose procedures for implementing it. Although knowledge of basic statistics would increase understanding, the substance of the course focuses primarily on designing studies that test for the presence of a distinct cause-and-effect relationship between variables.

Competencies  
Upon completion of this course, students will:

• Understand and identify the major conceptual and methodological issues of intervention research (e.g., experimental and quasi-experimental designs).
• Develop skills to critically review and evaluate classroom-based intervention research.
• Develop and propose (but not implement) an intervention study that considers conceptual/methodological issues within the context of an experimental or quasi-experimental design.
• Prepare a manuscript that describes the background, methods, and outcomes of the study.
• Give a formal presentation of your study.
What I Expect of You

- Full participation in each class session
- On-time completion of all assignments
- Sufficient outside time spent on the coursework to meet the course objectives
- Demonstrated effort toward excellence in class work
- Collaboration with classmates as appropriate
- Respect for and consideration of classmates
- Enthusiasm toward professional growth, exploration, and change

What You Can Expect of Me

- Planned and organized class sessions
- Demonstration of good instructional practices
- Fair evaluation procedures (including constructive feedback)
- Creation of an environment in which ideas may be openly shared and discussed
- Availability for questions and support
- Maintaining sense of humor no matter what happens

Academic Integrity

Students are expected to be familiar with their Rights and Responsibilities, particularly with regard to matters of academic integrity and the penalties for plagiarism/cheating. This information may be accessed at:
http://www.uky.edu/StudentAffairs/Code/Part2.html (see section 6.3.0).

Student Support

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/).

Assistance with writing is available through the Writing Center. “The Writing Center assists University of Kentucky students, faculty, and staff with the process of writing. Staffed by English graduate students, full-time instructors, part-time consultants, and undergraduate peer tutors, the Center offers free individual and group consultations on prewriting, writing, and rewriting.”
http://www.uky.edu/AS/English/wc/

Technological support is available through the Instructional Technology Center in room 151 Taylor Education Building.
http://www.coe.uky.edu/ITC/
Assignments and Points Possible

1. **Design an Intervention Research Study (35 points).** You will write a mini-proposal for conducting an intervention research study in your area of interest. The proposal should be no longer than 15 pages (excluding references), double-spaced, and prepared in APA style as recommended in the Publication Manual of the American Psychological Association (5th Edition, 2001). Specific guidelines for this project will be distributed in class.

2. **(Oral Product) Present Your Intervention Research Study to the Class (15 points).** Present your intervention research study to the class. You may use PowerPoint if you wish. Please provide other members of the class a copy of your intervention study the week prior to your presentation. Your presentation should be approximately 30 minutes. Be prepared to answer questions.

3. **Summarize Published Articles and Lead a Discussion (20 points).** In pairs, write a two-page summary of a published article in special education that describes a group intervention study of interest to you. Your summary should highlight the strengths and weaknesses of the research design and the appropriateness of the conclusions the author(s) draws from it. You will also lead a class discussion (you will need to distribute the article one week before class).

4. **Review a Manuscript for a Journal (10 points).** Review a manuscript that has been submitted for publication (I will provide it) and write a two-page critique (single spaced) that would be helpful to the authors in their revision. Guidelines for the critique will be handed out in class.

5. **Response-To-Reading (RTR) (20 points).** Write one-page responses (single spaced) to questions from 10 selected reading assignments.

**Grading**

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 69 and less = E

**Required Text**

Required Readings (not inclusive) *


Cade, T., & Gunter, P. L. (2002). Teaching students with severe emotional or behavioral disorders to use a musical mnemonic technique to solve basic division calculations. *Behavioral Disorders, 27*, 208-214.


*Assigned readings will be modified according to the interests of class members*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, Purpose of the course, Requirements of the course, What is research? Who needs it? Why? Overview – Research Methodologies,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 2   | Overview – Elements of Group Experimental, Quasi-experimental Research | • Text, Preface & Chapter 1  
• Mastropieri et al., 2009  
• Odom, et al., 2005  
• Gersten, Baker, & Lloyd, 2000 | RTR 1              |
| Week 3   | Overview (cont’d) – Elements of Group Experimental, Quasi-Experimental Research | • Gersten et al., 2005  
• Woodward & Baxter, 1997  
• Boote & Beile, 2005  
• Boudah et al., 2000 | RTR 2              |
| Week 4   | Validity – Statistical Conclusion & Internal Construct & External        | • Text, Chapters 2 & 3  
• Krathwol, 1998          | RTR 3              |
| Week 5   | Quasi-Experiments, Group Designs                                        | • Text, Chapters 4 & 5  
• Gersten, 2005  
• CLD Research Committee, 1993 | RTR 4              |
| Week 6   | Quasi-Experiments, Interrupted Time-Series Designs                       | • Text, Chapter 6  
• Lienemann & Reid, 2008  
• Bottge et al., 2007 | RTR 5              |
| Week 7   | Regression Discontinuity Designs                                        | • Text, Chapter 7          | RTR 6              |
| Week 8   | Randomized Experiments                                                  | • Text, Chapter 8  
• Seethaler & Fuchs, 2005  
• Mooney et al, 2003  
• Hedges & Hedberg, 2007 | RTR 7              |
| Week 9 | Reporting Practices - Fidelity of Implementation Interrater Reliability | • O’Donnell, 2008  
• Zientek et al., 2008  
• U.S. Dept of Education, 2005 | Article Summary (Pair #3) |
|--------|------------------------------------------------------------------------|-----------------------------|
| Week 10| Evaluating Research-Based Interventions Ethics and Practical Problems  | • Text, Chapters 9 & 10  
• Slavin, 2008  
• Douglas, 2009 | RTR 8 Article Summary (Pair #4) |
| Week 11| Examples of Intervention Studies (Group Research)                       | • Fuchs et al., 2004  
• Bottge, 2001  
• Bottge et al., 2002 | RTR 9 |
| Week 12| Examples of Intervention Studies (Single-Case Research)                  | • Horner et al, 2005  
• Wehby, Lane, & Falk, 2005  
• Cade & Gunter, 2002  
• Thompson Jacobson & Reid, 2010 | RTR 10 |
| Week 13| Manuscript Review                                                       | Manuscript for Review       |
| Week 14| Research Presentations, Discussion                                      | Final Project               |
| Week 15| Research Presentations Discussion                                       | Final Project               |

NOTE: Content of class sessions will follow as close to the calendar as possible.