

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Education</u>			Today's Date: <u>Jan. 15, 2010</u>			
b. Department/Division: <u>EDSRC</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>William Calderhead</u>		Email: <u>wjcald2@uky.edu</u>		Phone: <u>257-7689</u>		
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>EDS 633</u>		Proposed Prefix & Number: _____				
b. Full Title: <u>Single Subject Research Design</u>		Proposed Title: _____				
c. Current Transcript Title (if full title is more than 40 characters):			<u>SINGLE SUBJECT RESEARCH DESIGN</u>			
c. Proposed Transcript Title (if full title is more than 40 characters): _____						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A		OR Currently ³ Cross-listed with (Prefix & Number): _____				
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.						
Current:	<u>3 per week</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed:	<input checked="" type="checkbox"/> <i>3 per week</i> Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g. Current number of credit hours:	<input type="text" value="3.0"/>	Proposed number of credit hours:		<input type="text" value="3.0"/>	
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>		
Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>		
If YES: Maximum number of credit hours:	<input type="text"/>				
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>		NO <input type="checkbox"/>		
i. Current Course Description for Bulletin:	<u>Principles and methods in designing Single Subject Research in educational settings. Students will be required to design and defend a research proposal.</u>				
Proposed Course Description for Bulletin:	<u>Principles and methods of designing single subject research, including those involving students with disabilities. Students will be required to design a research proposal.</u>				
j. Current Prerequisites, if any:	<u>EDS 601 or 630 or consent of instructor.</u>				
Proposed Prerequisites, if any:	<u>EDS 601 or 630 or consent of instructor.</u>				
k. Current Distance Learning (DL) Status:	<input type="checkbox"/> N/A <input checked="" type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop				
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input checked="" type="checkbox"/>) that the proposed changes do not affect DL delivery.					
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience		<input type="checkbox"/> Service Learning		<input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience		<input type="checkbox"/> Service Learning		<input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>		
Proposed to be taught off campus?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>		
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>		NO <input type="checkbox"/>		
If YES, explain and offer brief rationale:					
<u>The objectives have been changed to embed leadership skills in the course content.</u>					
5. Course Relationship to Program(s).					
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>		NO <input checked="" type="checkbox"/>		
If YES, identify the depts. and/or pgms: _____					

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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b.	Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____			
6. Information to be Placed on Syllabus.			
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁷ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: EDS 633

Proposal Contact Person Name: William Calderhead Phone: 257-7689 Email: wjald2@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:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRC	11/3/09	Debra Harley 17-7199 dharl00	Debra D. Harley
Courses & Curricula	2/22/10	Jeff Reese 7-4909 jeff.reese@uky.edu	Jeff Reese
College of Education	3/9/10	Robert Shapiro 7-9795 rshap01	Robert Shapiro
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDS 633
Spring 2010
Single Subject Research Design

INSTRUCTOR: William J. Calderhead, Ph.D.
219 Taylor Education Bldg.
Preferred contact method: (859) 257-7689
email: wjcald2@uky.edu

Office Hours:
Tuesday 3:00 – 4:00
Thursday 3:00 – 4:00
*other times by appointment

COURSE HOURS: Tuesday and Thursday
4:30 p.m. – 7:00 p.m.

COURSE LOCATION: 222 Taylor Education Building

CREDITS: Three (3) hours

REQUIRED READINGS:

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

Required readings can be purchased at:

Johnny Print
547 South Limestone Street
Lexington, KY 40506
(859) 254-6139

CATALOG DESCRIPTION

Principles and methods of designing single subject research including those involving students with disabilities. Students will be required to design a research proposal. Prerequisite: EDS 601 or EDS 630 or consent of instructor.

COURSE DESCRIPTION

This course is designed to provide the learner with readings, discussions, and other learning experiences in the area of applied behavior analysis research methodology. The intent of the course is to provide learners with an opportunity to acquire competencies related to planning, implementing, and analyzing such research. The methodology is not specific to any disabling condition or age level; rather, a general method is described for conducting and interpreting research where organisms serve as their own control.

**RELATIONSHIP TO THE MASTER OF SCIENCE DEGREE IN SPECIAL EDUCATION
TEACHER LEADERSHIP**

Practitioners in educational and clinical settings frequently confront the problem of measuring the effects of their interventions on the behavior of children, adolescents, and adults with disabilities. This course provides practitioners with the knowledge they will need to carry out rigorous evaluations using experimental designs. Practitioners will then be able to use their research findings to play leadership roles in their schools or clinical

settings. These roles might include mentoring colleagues, providing school- or district-wide workshops in which they disseminate research findings, presenting papers at meetings of state or national professional associations, or publishing research results in journals.

Single subject research has the goal of discovering functional relations between an independent and a dependent variable while controlling extraneous variation. Students will propose a method of collecting data of scientific merit on socially important behaviors and design an experiment to demonstrate that one manipulated variable can account for the presence or absence of socially important behavior(s) (Baer, Wolf, & Risley, 1968).

RELATIONSHIP TO THE COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK AND THE KENTUCKY EDUCATION REFORM ACT (KERA)

EDS 633 is a graduate level lecture course designed to focus on single subject research issues across all areas of disability. It is a required course for all graduate students (regardless of degree program or area) and also is required for graduate students seeking teaching certification or endorsement. Therefore, the course is broadly based in terms of focus but specific in its behavioral pedagogy.

This course will address three themes of the College of Education's conceptual framework: *research*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these three themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment.

EPSB/NCATE THEMES ADDRESSED BY THIS COURSE

RESPECT FOR DIVERSITY (NCATE Standard 4):

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, or disability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique, and recognizing differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment.

ASSESSMENT FOR DECISION MAKING (NCATE Standard 2):

Each student enrolled in EDS 633 will write a research proposal that utilizes assessment methods learned in previous courses. Although time constraints require that EDS 633 contain only a brief review of issues of validity, reliability, and interpretation of assessment results, subsequent discussions of single subject research designs will address problems in measurement and how they influence a researcher's choice of design.

WORKING WITH SCHOOL/AGENCY PARTNERS (NCATE Standard 3):

One of the central themes of EDS 633 is ethical research behavior, emphasizing each researcher's responsibility to safeguard the rights of human subjects. Students will learn the principles of informed consent, assessment of risks and benefits, and just selection of subjects, as set forth in the Belmont Report (1979). These principles will guide students as they apply for university and district/agency approval to conduct research involving human subjects.

TECHNOLOGY (EPSB STANDARDS 1 – 4):

Students will use Microsoft Excel to create single subject graphs. They will also access course content through Blackboard, a Web-based system.

UNIT, STATE, AND NATIONAL STANDARDS ADDRESSED BY THIS COURSE

This course is designed to address standards designed to accomplish high quality teacher education. Some of these standards apply to all educator preparation programs in Kentucky, and some are particular to special education teacher education. A summary of these standards appears in a checklist attached to this syllabus. In this checklist, the particular standards addressed by this course are noted in the far left column. For additional information and description of these standards, please see the following websites.

Kentucky Education Professional Standards Board:

www.kyepsb.net/teacherprep/standards.asp

Council for Exceptional Children, Multicategorical Standards:

www.cec.sped.org/AM/Template.cfm?Section=Ethics_and_Practice_Standards&Template=/CM/ContentDisplay.cfm&ContentID=3458

COMPETENCY

Upon completion of this course the learner will be able to discuss the importance of single subject research designs in the evaluation and clinical practices. The learner will critically analyze applied behavior analysis research, as well as design an applied research investigation.

RATIONALE

1. With the 1975 passage of P.L. 94-142 and subsequent mandates and other legislation, it is mandated that 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 behavior change in students. Such a definition requires the empirical verification of students' progress through an individualized educational program, or requires practitioners to base their program decisions on empirical evidence. The use of single subject research design methodology offers 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. A considerable gap exists between what is known in the research literature and what is done in educational 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/problems related directly to daily practice are addressed, and (d) practitioners can then legitimately claim the title of "Professional."
3. A third rationale for the course is that "much of what we know we don't know." Thus, when attempting to teach/treat individuals with disabilities, we must make decisions for which no extensive database exists. We, as practicing professionals, are responsible for developing such a database.

COURSE FORMAT

The course will be conducted in a seminar format; thus, students must come to class meetings thoroughly prepared to discuss the readings. Class sessions will be characterized as lectures, problem solving/application activities within small groups, class discussions, and presentations.

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.

PREREQUISITES

Students should have successfully completed EDS 601 or EDS 630. It is recommended that EDS 633 be the last course in a master's student's program of studies if she/he is a special education major. If this is not the case, the student should see his/her advisor.

ATTENDANCE

Since the course relies heavily on student participation, class attendance is required. Please call the instructor if you realize that you will be absent. Acceptable absences are defined as: serious illnesses, illness or death of a family member, major religious holiday, or a circumstance the instructor defines as a reasonable cause for a class absence.

ASSIGNMENTS

All assignments must be submitted at the beginning of the class meeting on the assigned due date or at the specified time. **LATE ASSIGNMENTS ARE NOT ACCEPTED** without prior approval from the instructor. "Prior" is defined as at least 24 hours notice before the due date/time.

All assignments must be typed in accordance with APA guidelines, and students are expected to retain copies of any products submitted to the instructor. Two copies of each assignment must be turned in to the instructor.

The instructor reserves the right to delete readings or add readings if new and important papers appear that are relevant to the topic under consideration

GRADING

Incomplete or "I" grades are assigned in accordance with University regulations. However, students may receive an "I" only if they have (a) completed all quizzes (mean score of 80% or above), (b) earned 80% or more points on the final examination, (c) submitted a rough draft or detailed outline of the proposal by May 4, 2010, and (d) completed a written contract with the instructor for completion of the course.

For an incomplete, if the course requirements have not been completed by the contracted date, a course grade of "E" will be assigned. A contract must be signed by both the instructor and student specifying the work to be completed and the due date for completion of that work. Failure to submit the incomplete work by the specified due date will result in a grade of "E".

Students requesting an "I" must do so in writing by May 4, 2010. It is the student's responsibility to request an "I" grade. No "I" grades will be awarded unless the above conditions are met. See the *University of Kentucky Bulletin*.

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor's judgment.

Grading will be done on the following scale:

90% or above of the total possible points = A;
80-89% of the total possible points = B;
70-79% of the total possible points = C; and
69% or below of the total possible points = E or F.

Note: Post-baccalaureate and graduate students cannot earn credit in EDS 633 if their course grade is E or F. All MSD students are required to earn a grade of "B" or better in the course.

ACADEMIC INTEGRITY, CHEATING, AND PLAGIARISM

The University of Kentucky, the College of Education, and the Department of Special Education and Rehabilitation Counseling expect academic honesty and regard plagiarism and other forms of cheating as absolutely unacceptable. This is how the faculty and students at UK have defined plagiarism (from Senate Rule 6.3.1):

All academic work, written or otherwise, submitted by students to their instructors or other academic

supervisors, is expected to be the result of their own thought, research or self-expression...When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing another person to alter or revise the work that a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student and the student alone. When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Should plagiarism occur, penalties range from a zero on an assignment to an E in the course. In some cases, suspension, dismissal or expulsion may be imposed. (A full discussion of penalties can be found in SR 6.4.3(3)). Additional information about plagiarism that can be found at <http://www.uky.edu/Ombud/Plagiarism.pdf> and in Appendix A of this syllabus.

DESCRIPTION OF GRADING

Student performance in this class is measured by a number of different activities. Students in masters, specialists, and doctoral degree programs frequently enroll in this course. As a result, students in a doctoral degree program may elect to complete a different major assignment if the Research Proposal described below does not appear to be consistent with their program plan. The assignment/activities are summarized and described briefly below. Also see attached for additional description.

The relative value given to each activity is as follows.

Quizzes	12%
Article Reviews	20%
Assignments	9%
Discussion/Participation	6%
Final Examination	24%
Research Proposal	+ 29%
Total	100%

All students will complete:

1. Quizzes (**60 pts** – twelve quizzes @ 5 points each)

Students should be prepared to complete a quiz for each class meeting between January 19 and February 23. Each quiz will focus primarily on material from the readings for that date, but also will include all information covered since the beginning of the course. Information and application questions will be provided. It is the student's responsibility to make up any missed quiz within 1 week of missing the quiz.

2. Article Reviews (**100 pts** – ten reviews @ 10 points each)

Students are required to write 250-word reviews of 10 articles from the assigned readings. The review outline may be found on the course website. Each review is worth 10 points.

3. Assignments (**42 pts** –three assignments @ 14 points each)

These activities are designed to improve your understanding of course content and promote fluency in important skill areas. Three assignments are scheduled, but other homework may be assigned if the need is demonstrated (i.e., students fail to develop fluency on a skill). Directions for completing each assignment will be given when the assignment is made. A written product that addresses all required elements of the task assigned must be turned in by the date specified for credit to be awarded.

4. Discussion / Participation (**28 pts** – fourteen sessions @ 2 points each)

Students, as noted earlier, must come to each class session thoroughly prepared. "Thoroughly prepared" is defined as (a) stating the concepts, principles, and procedures described in the readings, (b) relating concepts, principles, and procedures from current readings to previous readings/discussions, and (c) applying the concepts, principles, and procedures to old and new problems. Students will be evaluated at each session, and the instructor's professional judgment will be used to determine this portion of each student's grade.

5. Final Examination (**120 pts**)

Learners will take a two-hour final examination in 222 TEB on **March 11, 2010 at 4:30**, over the information presented in EDS 633. All learners are required to take the examination at this time unless previous arrangements have been made with the instructor. It is the student's responsibility to make up the final exam within 1 week of missing the final exam.

6. Research Proposal (**140 pts**)

Each student is required to write an applied research proposal that may serve as his/her thesis proposal. This proposal topic should be approved by her/his graduate committee chairperson or advisor prior to **March 11, 2010** and the EDS 633 instructor (see attached sheet). It should utilize a single subject research design, employ at least three subjects, be written in APA style and review the most recent body of literature (minimum of 10 data based studies) directly related to the purpose of the study. **Scheduled Due Date: No later than May 4, 2010 at 4:30 p.m.** Two hard copies of the proposal should be submitted to the instructor via faculty mailboxes in 229 Taylor Education Building. If the student is unable to do this, arrangements should be made with the instructor prior to the due date.

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
Jan 14	Course Overview Parameters of Research	Syllabus Handouts
Jan 19	Searching for Research Special Education: Science or Art?	Meet in Education Library @ 4:30 (2nd floor Dickey Hall) 1. Baer et al. (1968) 2. Baer et al. (1987) 3. Moore (2008)
Jan 21	Ethical Research Behavior Role of Single Subject Research	4. Tawney & Gast (1984) Chaps 13 – 14 5. Kennedy (2005) Chaps 1 – 2 6. Horner et al. (2005)
Jan 26	Measurement and Evaluation	7. Kennedy (2005) Chaps 5 – 7 8. Mudford et al. (1990)
Jan 28	Internal Validity	9. Kennedy (2005) Chap 3 10. Shadish et al. (2002) 11. Wolery (1994)
Feb 2	Social and Educational Validity	12. Kennedy (2005) Chap 16 13. Wolf (1978) 14. Fawcett (1991) 15. Schwartz & Baer (1991)
Feb 4	Direct Observation Reliability Assessment Visual Analysis of Data Replication	16. Kennedy (2005) Chaps 4, 8, 15 17. Parsonson & Baer (1992) 18. Parker et al. (2009)
Feb 9	Withdrawal Designs Reversal Designs	19. Kennedy (2005) Chap 9 20. Rusch & Kazdin (1981) 21. Horner et al. (1991)
Feb 11	Multiple Baseline Design	22. Kennedy (2005) Chap 11 Assignment #1 due
Feb 16	Multiple Probe Designs	23. Kennedy (2005) Chap 14 24. Horner & Baer (1978) 25. Sprague & Horner (1984) 26. Morse & Schuster (2000)
Feb 18	Comparison Designs:	

	Alternating Treatments	27. Kennedy (2005) Chap 10 28. Barlow & Hayes (1979) 29. Calderhead et al. (2006) 30. Tawney & Gast (1984) Chap 12
Feb 23	Other Designs	31. Kennedy (2005) Chap 12 32. Lucyshyn & Albin (1997) 33. Hartmann & Hall (1976) Assignment #2 due
Feb 25	Brief Experimental Designs	34. Kennedy (2005) Chap 13
Mar 2	Microsoft Excel Workshop Writing a Proposal	Bring laptop computer. 35. Dixon et al. (2009) 36. Galvan (2004) 37. McMillan & Schumacher (1993) Assignment #3 due
Mar 4	No class	
Mar 9	Review for Final Exam	
Mar 11	Final Examination	Appendix B Due

ASSIGNED ARTICLES AND CHAPTERS

- Baer, D. M., Wolf, M. M., Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.
- Baer, D. M., Wolf, M. M., Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 20*, 313-327.
- Barlow, D. H., & Hayes, S. C. (1979). Alternating treatments design: One strategy for comparing the effects of two treatments in a single subject. *Journal of Applied Behavior Analysis, 12*, 199-210.
- Calderhead, W. J., Filter, K. J., & Albin, R. W. (2006). An investigation of incremental effects of interspersing math items on task-related behavior. *Journal of Behavioral Education, 15*, 53-67.
- Dixon, M. R., Jackson, J. W., Small, S. L., Horner-King, M. J., Mui Ker Lik, N., Garcia, Y., & Rosales, R. (2009). Creating single-subject design graphs in Microsoft Excel 2007. *Journal of Applied Behavior Analysis, 42*, 277-293. doi:10.1901/jaba.2009.42-277
- Fawcett, S. B. (1991). Some values guiding community research and action. *Journal of Applied Behavior Analysis, 24*, 621-636.
- Galvan, J. L. (2004). Chapters 4, 5, and 6. In J. L. Galvan, *Writing literature reviews: A guide for students of the social and behavioral sciences* (2nd ed.). Glendale, CA: Pycszak.
- Hartmann, D. P., & Hall, R. V. (1976). The changing criterion design. *Journal of Applied Behavior Analysis, 9*,

527-532.

- Horner, R. D., & Baer, D. M. (1978). Multiple-probe technique: A variation of the multiple baseline. *Journal of Applied Behavior Analysis, 11*, 189-196.
- 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 practice in special education. *Exceptional Children, 71*, 165-179.
- Horner, R. H., Day, H. M., Sprague, J. R., O'Brien, M., & Heathfield, L. T. (1991). Interspersed requests: A nonaversive procedure for reducing aggression and self-injury during instruction. *Journal of Applied Behavior Analysis, 24*, 265-278.
- Lucyshyn, J. M., & Albin, R. W. (1997). Embedding comprehensive behavioral support in family ecology: An experimental, single-case analysis. *Journal of Consulting and Clinical Psychology, 65*, 241-251.
- McMillan, J. H., & Schumacher, S. (1993). Literature reviews. In J. H. McMillan & S. Schumacher, *Research in education: A conceptual introduction* (pp. 136-150). New York: HarperCollins.
- Moore, J. (2008). Methods in a science of behavior. In J. Moore, *Conceptual foundations of radical behaviorism* (pp. 239-264). Cornwall-on-Hudson, NY: Sloan.
- Morse, T. E., & Schuster, J. W. (2000). Teaching elementary students with moderate intellectual disabilities how to shop for groceries. *Exceptional Children, 66*, 273-288.
- Mudford, O. C., Beale, I. L., & Singh, N. N. (1990). The representativeness of observational samples of different durations. *Journal of Applied Behavior Analysis, 23*, 323-331.
- Parker, R. I., Vannest, K. J., & Brown, L. (2009). The Improvement Rate Difference for single-case research. *Exceptional Children, 75*, 135-150
- Parsonson, B. S., & Baer, D. M. (1992). The visual analysis of data, and current research into the stimuli controlling it. In T. R. Kratochwill & J. R. Levin (Eds.), *Single-case research design and analysis: New directions for psychology and education* (pp. 15-40). Hillsdale, NJ: Erlbaum.
- Rusch, F. R., & Kazdin, A. E. (1981). Toward a methodology of withdrawal designs for the assessment of response maintenance. *Journal of Applied Behavior Analysis, 14*, 131-140.
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NCATE/EP SB Checklist for Syllabi: EDS 633

**University of Kentucky College of Education (COE) Functional Skills & Dispositions,
Council for Exceptional Children Knowledge and Skill Standards,
Education Professional Standards Board (EPSB) New Teacher Standards
EP SB & COE Technology Standards,
EP SB Themes, and
Kentucky Education Reform Act Initiatives**

**Addressed
in Course**

University of Kentucky College of Education (COE) Functional Skills & Dispositions	Addressed in Course
1: Candidates communicate appropriately and effectively.	X
2: Candidates demonstrate constructive attitudes	X
3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	
5: Candidates demonstrate a commitment to professional ethics and behavior.	
	X
Council for Exceptional Children Advanced Teacher Standards	
1: Leadership and Policy	X
2: Program Development and Organization	X
3: Research and Inquiry	X
4: Student and Program Evaluation	X
5: Professional Development and Ethical Practice	X
6: Collaboration	X
Education Professional Standards Board (EPSB) Teacher Standards	
Standard 1: The Teacher Demonstrates Applied Content Knowledge	
Standard 2: The Teacher Designs and Plans Instruction	
Standard 3: The Teacher Creates and Maintains Learning Climate	
Standard 4: The Teacher Implements and Manages Instruction	
Standard 5: The Teacher Assesses and Communicates Learning Results	
Standard 6: The Teacher Demonstrates the Implementation of Technology	X
Standard 7: Reflects on and Evaluates Teaching and Learning	X
Standard 8: Collaborates with Colleagues/Parents/ Others	X
Standard 9: Evaluates Teaching and Implements Professional Development	
Standard 10: Provides Leadership within School/Community/Profession	
EP SB & COE Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	
Standard 2: Candidates utilize multiple technology applications to support student learning.	
Standard 3: Candidates select appropriate technology to enhance instruction.	
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	
EP SB Themes	
Diversity	
Assessment	X
Literacy Education	
Closing the Achievement Gap	
Kentucky Education Reform Act Initiatives	X
KERA Goals and Academic Expectations	

Program of Studies
Core Content for Assessment

APPENDIX A

Plagiarism

To assist you in understanding what plagiarism is, and to indicate before hand how plagiarism will be viewed in this course, the following examples are provided.

The following statements describe the instructor's interpretation of this definition.

1. If a student copies his/her entire paper from any source, published or unpublished, it would be considered plagiarism unless the paper included quotation marks around it – in which case it would be viewed as inappropriate for submission. Likewise if major portions (sentences or paragraphs) are copied from another source without appropriate citation, it is considered plagiarism.
2. Since the assignments for this course require you to read a variety of sources and synthesize them into meaningful statements about a topic, you must be clear on how to cite those sources; use the *Publication Manual of the American Psychological Association* (6th ed.).

Examples of plagiarized and non-plagiarized statements are included below.

Original Source Says:

"Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence" (Bailey & Simeonsson, 1985, p. 20).

Plagiarized Example:

Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence.

- This statement would be considered plagiarism because it is a direct quotation, and is not cited as a direct quotation.

Non-Plagiarized Example:

"Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence" (Bailey & Simeonsson, 1985, p 20).

- This statement is not an example of plagiarism because the student indicated the source, and indicated "exactly what, where and how he/she has employed" it (UK Office of Academic Ombud Services, "Plagiarism: What Is It?" p. 1)..

Plagiarized Example:

A fundamental deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985)

- This statement would be considered plagiarism because it is a quotation of another source, but is not acknowledged as a quotation. According to the APA manual, the reader is led to interpret this statement as the words of the writer and the idea of the source that is cited. To acknowledge it as a quotation, the student must put quotation marks around it.

Non-Plagiarized Example:

Social incompetence may be an important deficit in other handicapping conditions (Bailey & Simeonsson, 1985).

- This statement would not be considered plagiarism because the source from which the idea is taken is cited, and the student put the idea in his/her own words.

Plagiarized Example:

Handicapping conditions are usually categorized as cognitive, sensory, or motor, but a major deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

A general deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

- These statements would be considered plagiarized because they involve "making simple changes while leaving the organization, content, and phraseology intact" (UK Office of Academic Ombud Services, "Plagiarism: What Is It?" p. 1).

The following passages are from UK Office of Academic Ombud Services, "Plagiarism: What Is It?" p. 6

"What are the Penalties for Plagiarism at UK? What Happens If I am Accused of Plagiarism?"

Penalties range from a zero on an assignment to an E in the course. In some cases, suspension, dismissal or expulsion may be imposed. (A full discussion of penalties can be found in SR 6.4.3(3).

1. The faculty member makes a "discovery" of plagiarism. That is, the faculty member finds evidence that he or she feels could support the charge of plagiarism.
2. The student is informed of the charge and given an opportunity to state his or her case. At the meeting, the student is also informed of the possible penalties that may be imposed or recommended.
3. If the student cannot provide an acceptable explanation, the penalty is awarded. Depending upon the circumstances, the chair and instructor may recommend to the Dean of the college that the student be suspended, dismissed or expelled.
4. If students feel that they have been unfairly charged with plagiarism and wish to contest the charge, they can meet with the Academic Ombud. All students have the right to present their cases to the University Appeals Board if they feel that they are not guilty. Please note that students cannot avoid a charge of plagiarism by withdrawing from the course.

Additional Help and Resources

Senate Rules which govern cheating and plagiarism as well as other guidelines pertaining to your rights as a student can be found by going to UK's home page then using the Site Index to select "Student Rights and Responsibilities." If you would like to talk with someone outside of your department or College in a confidential setting about the academic integrity charges made against you, call the Academic Ombud at 257-3737."

APPENDIX B**EDS 633**

Chairperson Thesis/Dissertation Research Proposal Approval Form

Student _____ Date ___/___/___ PROGRAM: M.S. Ed.S. Ed.D.

Committee Chairperson: _____

Committee Members:

1. Briefly write a summary (1-2 pages) of the applied research you wish to conduct; include the research question(s) you plan to address. Complete the summary and items 2 and 3 (below) before submitting this form to your chairperson or EDS 633 instructor.
2. On the back of this form, list five (5) applied research articles that relate to your research topic. You should read these prior to deciding on your research topic.
3. Answer the following questions.

a. Is your proposed research a systematic replication of a study that appears in the literature? If yes, place an asterisk beside the study listed on the back which you plan to replicate.	YES	NO
b. Have you had experience with the method(s) and measurement system(s) you propose to use?	YES	NO
c. Have you identified a site in which the proposed research can be conducted?	YES	NO
d. Have you obtained permission from the proper authority at the site to conduct the proposed research?	YES	NO
If no, by what date do you plan to obtain permission? ____/____/____		
e. Are independent observers available at the site who can collect reliability data?	YES	NO
f. If the study requires subjects with poor attendance, is there sufficient time to accommodate repeated absences?	YES	NO
g. Can all phases of the study be completed within the time frame you	YES	NO

have set yourself?

- h. Does the study contain any elements that present potential risk to the participants (subjects, experimenter, agency)? YES NO

If yes, describe those risks.

- i. Are you familiar with the rights of participants and ethical researcher behavior? YES NO

- j. I have completed all sections of this form to the best of my ability and believe my responses to be factual and true. YES NO

(Student's Signature)

(Date)

TO: Committee Chairperson:

As chairperson of the above student's thesis/dissertation committee, do you approve the above described research project? YES NO

Please rate your agreement with the following statements:

1 = Strongly Agree; 2 = Agree; 3 = Disagree; 4 = Strongly Disagree

The research question is interesting	1	2	3	4
The research falls within the domain of ABA	1	2	3	4
The student has an active interest in the research question	1	2	3	4
The project relates to the student's career goals	1	2	3	4
The project is feasible	1	2	3	4
The student has the skill to conduct the project	1	2	3	4

(Chairperson's Signature)

(Date)

APPENDIX C
EDS 633 - Research Proposal - Evaluation Form
(Students may or may not use all of the headings)

Author:

Title:

Evaluation Scale Reviewer:

Date:

	<u>Available Points</u>	<u>Points Assigned</u>
1.0 Introduction	30	
1.1 Literature Review	15	
1.2 Research Question(s)	10	
1.3 Rationale for Research	5	
2.0 Method	55	
2.1 Subjects	4	
2.2 Setting	4	
2.3 Materials/Equipment	3	
2.4 Data Collection	10	
2.5 Procedures	20	
2.5.1 General Procedures		
2.5.2 Baseline/Probe		
2.5.3 Independent Variable		
2.5.4 Other		
2.6 Experimental Design	10	
2.7 Reliability	4	
3.0 Data Analysis	30	
3.1 Narrative Description	10	
3.2 Figures/Tables	10	
3.3 Visual Analysis Hypothetical Data shown on graph	10	
4.0 Conclusions/Discussion	2	
4.1 Summary/Conclusions	1	
4.2 Implications for Future Research/Teaching	1	
5.0 Style/Format	23	
5.1 APA Style - Mechanics	7	
5.2 Replicable	7	
5.3 Organization	3	
5.4 Clarity of Writing	4	
5.5 Conceptually Systematic	2	
Total Points (Overall Rating)	140	

Comments/Recommendations:

I **have read** the syllabus and completely understand the procedures, rules, and consequences for the following components of this class:

- a) class attendance
- b) class assignments
- c) class evaluation procedures
- d) incomplete grades
- e) plagiarism

All of my questions have been answered by the course instructor regarding these issues. By signing this form, I indicate my willingness to abide by the terms of the syllabus.

Student

Date

I have explained the syllabus and answered any questions that the above students presented regarding the syllabus.

Instructor

Date