

SPED 233

Seminar in the Special Educator as Researcher

DRAFT COURSE SYLLABUS TEMPLATE

INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

Semester FALL 2021	Program/Department California State University, Fresno
Course Name: Seminar in the Special Educator as Researcher	Instructor Name: TBA
Units: 3	Office Location:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming

to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course description: This course is designed to provide students with information needed to conduct and implement a pilot research study project. Specifically, this course examines the special educator as a researcher and life-long learner from several perspectives through reading, critical thinking, analysis and interpretation on contemporary and emerging research in special education. It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3 unit class, you should expect to study an average of 6 hours outside of class each week.

Prerequisites for the course: This can be found in the catalog description but it is recommended that prerequisites be listed separately to catch students' attention.

Required/Recommended Text

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.) Washington, DC: Author.

APA 7th Guidelines: The OWL at Purdue:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

This may include software that students may need to complete course requirements, including plug-ins (Acrobat Reader, PowerPoint Viewer, etc.).

CANVAS: Assignments and notes will be posted on CANVAS. To access the course login to CANVAS (fresnostate.instructure.com) using your Fresno State username and password. For help with CANVAS contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu.

*Assignments will be submitted through CANVAS unless otherwise negotiated.

Students are expected to regularly access their Fresno State email account as this is the account used for official university correspondence and Blackboard communications. Faculty from this course will respond to email questions with in 48 hours unless they are away from the university.

References for the Knowledge Base/Supplemental Readings:

Alberto, P. A., & Troutman, A. C. (2013). *Applied behavior analysis for teachers* (9th ed.). Boston: Pearson.

Banda, D., & Therrien, W. (2008). A teacher's guide to meta-analysis. *Teaching Exceptional Children, 41*, 66-71.

Brantlinger, E. (2005). Qualitative studies in special education. *Exceptional Children, 71*(2), 195-207.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Dallas: Houghton-Mifflin.

Dorn, S. et al. (1996). A historical perspective on special education. *Theory into Practice, 35* (1), 12 - 19.

Gallagher, D. (1998). The scientific knowledge base of special education: Do we know what we think we know? *Exceptional Children, 64*, 493-499.

Horner, R., Carr, E., 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*(2), 165-179.

McDuffie, K., & Scruggs, T. (2008). The contributions of qualitative research to discussions of evidence-based practice in special education. *Intervention in School and Clinic, 44*(2), 91-97.

Odom, S., Brantlinger, E., Horner, R., Thompson, B., & Harris, K. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137 – 148.

Parker, R., Vannest, K., & Brown, L. (2009). The improvement rate difference for single-case research. *Exceptional Children*, 75, 135-150.

Tawney, J. W., & Gast, D. L. (1984). *Single subject research in special education*. Columbus, OH: Merrill.

Journals:

Remedial and Special Education
Education and Treatment of Children
Learning Disabilities Quarterly
Journal of Emotional and Behavior Disorders
Journal of Applied Behavior Analysis
TEACHING Exceptional Children
TEACHING Exceptional Children Plus
Exceptional Children

Teaching Students with DD
Journal of School Psychology
J of Educational Research
Learning Disabilities
Behavioral Disorders
Behavior Modification
Journal of Learning Disabilities
Teacher Education Quarterly

COURSE SPECIFICS

Course goals: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

Student Learning Outcomes:

Teacher Preparation Expectations (TPE) covered in this course are listed below. These are drawn from the California Commission on Teacher Credentialing, 2022.

	TPE 1: Universal TPE: Engaging and Supporting All Students in Learning Beginning teachers:
U1.3	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. (IPA)
U1.5	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection. (IPA)
	TPE 4: Planning Instruction and Designing Learning Experiences for All Students Universal TPEs Beginning teachers:
U4.4	Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for

	students to support each other in learning; and • use of community resources and services as applicable. (P)
	TPE 5: Assessing Student Learning--Universal TPEs Beginning teachers
U5.2	Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. (IPA)
	TPE 6: Developing as a Professional Educator-Universal TPEs Beginning teachers
U6.1	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. (IP)

Course requirements/assignments:

*****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED AS PDF or WORD (.doc, .docx) files. These file extensions make it easier to 1) open your work, and 2) provide feedback. Thanks!**

Four Article Reviews (1-2 page(s) each) (5 pts. each)

These will be assigned during class sessions and some will be conducted in class. They may include individual and/or small group assignments and multiple class presentations. Templates will be provided. (*Reflection; Critical Thinking*).

Review of the Literature ROL (50 pts. total) Choose an emerging special education area of focus of which you are interested in and of which you would like to demonstrate expertise/specialization. Complete a literature search. (*Critical Thinking; Professional Ethics; Life-long Learning*).

The Paper - A minimum of a **3-4,000 word** paper will be written (10-12 pages) not including title page, abstract or references. The paper will be double-spaced and written in APA style. Please use Times New Roman size 12 font and follow APA Manual - 7th Ed. In order to meet the Graduate Writing Requirement (GWR) you must score a 3 or better in each area. (You can find the GWR here: <http://fresnostate.edu/artshum/english/degrees-programs/masters/graduatewritingrequirement.html>)

The paper must include;

- **Title Page** – See APA style manual; Examples in Canvas
- **Abstract** – See APA style manual; Examples in Canvas
- **Introduction** - This section sets the stage for the paper (it may assist you to determine a future project). It informs the reader of the nature and scope of the issue and provides an opening overview of the topic's importance.
- **Review of Relevant Literature** - The review of relevant literature demonstrates the relationship between the issue (possible project) and current thinking in the field. A thorough literature review may have conflicting research that should be reported. This review is integrated and critiqued. As an **ethical educator** all

references are cited in the text of the review as well as at the end of the research paper.

- **Conclusion** – At least two or three pages that tie together key findings, summarizes and draws conclusions. It will re-cite most of your references.
- **References** – See APA style manual

Mini-Study (50 points). You will choose a topic related to special education/individuals with disabilities and conduct a mini-study. The study can be qualitative, quantitative, or mixed methods. The mini-study will be written using the same format for a thesis/project and follow APA guidelines, which means it will consist of five (5) chapters. Each chapter will be submitted separately and you will have opportunities to correct and improve each chapter as you go. The five (5) chapters are: Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Methods, Chapter 4: Results, and Chapter 5: Discussion. You will be provided with examples and guidelines for how to write each section. The point-breakdown and description for each chapter is as follows:

Chapter 1: Introduction (10 pts.). The introduction section of your mini-study introduces the main idea/topic and captures the reader's interest.

This section also contains:

- Statement of the Problem (which includes your research question).
- Significance of the Project
- Definitions
- Limitations

Chapter 2: Review of the Literature (10 pts.). The review of the literature section contains reviews of the research literature pertaining to your topic. At the end of the review, summarize all the literature in succinct paragraph.

Chapter 3: Methods (10 pts.). The methods section contains everything you plan to use and do regarding your research question. This section contains information about

- Participants or Data sets
- Setting and Arrangements
- Materials and Equipment
- General Procedures
- Research Design
- Variables (independent and dependent)
- Research Questions
- Data analysis

Chapter 4: Results (10 pts.). The results section contains what was found. This is just a report on the facts. Data are displayed/reported.

Chapter 5: Discussion (10 pts.) The discussion section contains a discussion regarding the results of the study where it is determined whether or not the results of study contradict or support previous research on the topic you chose. This section also contains:

- Limitations (issues that came up during your study).
- Conclusions
- Summary and Implications
- Future Research (based on what you found, what else should be done?).

Keep in mind, you will be submitting this assignment in sections and each section needs to be double-spaced and written in APA style. Please use Times New Roman size 12 font and follow APA Manual - 7th Ed. In order to meet the Graduate Writing Requirement (GWR) you must score a 3 or better in each area. (You can find the GWR here: <http://fresnostate.edu/artshum/english/degrees-programs/masters/graduatewritingrequirement.html> (*Critical Thinking; Professional Ethics; Life-long Learning*).

MINI-STUDY PROPOSAL: (5 pts.) The proposal will include a title (proposed, of course), a rationale for the study/project (why is it important?) and a background of the project (theoretical/practical)..basically how it will be done—potential participants, research question(s), design, etc. (Example will be provided.)

Final Mini-Study Paper: (10 pts.) After you have met criteria for each section of the mini-study, you will then assemble each section and include: A TITLE PAGE, ABSTRACT, and REFERENCE LIST. You will format the entire document to meet APA 7th Edition standards. This will provide you a model for your Master's project/thesis should you decide to pursue your Master's degree. (*Critical Thinking; Professional Ethics; Life-long Learning*).

Final Review of Literature Paper: (10 pts) After you have been given feedback on each section of the paper, you will then assemble a final draft which will include all parts: Title, Abstract, Introduction, Body, Conclusion, and References. You will format the final draft to meet APA 7th Edition standards. Examples will be provided. (*Critical Thinking; Professional Ethics; Life-long Learning*).

VISUAL/ ORAL PRESENTATION (10 points) Make a **10-15 minute visual presentation** of your Mini-Study. Look at the rubric before you prepare or deliver your presentation. To receive full credit you must have all required components. (*Critical Thinking; Professional Ethics; Life-long Learning*).

FINAL REFLECTION PAPER FOR LEVEL II PORTFOLIO: (10 POINTS) A 1-2 page reflections of what you gained as an educator and life-long learner from the

assignments/exercises in this course. Reflections are not a listing of what we did, but how this knowledge and practice has changed you as a teacher. (*Reflection*)

Instructions for significant assignments: If your course has a project, a paper, or other significant assignment, please give detailed requirements and instructions on how to complete them, such as length, fonts and/or number of references that must be used for the project/paper.

Grading policy: List how grades are distributed and weighted by assignments to make 100% of the course grade. Your grading policy should include a description of how you calculate grades, if applicable (such as using a grading scale).

Explain exactly how you will calculate the course grades. What will be the point values and weightings for assignments, activities, and examinations? What will be the cut-off points on percent for each grade (e.g., 80-89% is B, etc.)? An optional "Assignment and Examination Schedule" with point values may be an efficient way to transmit some of this information (this is only an example for your reference):

Assignment and Examination Schedule:

GRADING SCALE

A = 90 - 100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = below 60%

Assignments:

WEEK	Assignment/Activity* (TPEs)	Points Possible
	Article Critiques (4) (U1.3; U1.5)	20
	Review of Literature (RoL) (U1.5)	50
	-Title Page and Introduction (10pts.) (U1.3; U1.5)	
	-Body (Review of Lit.) (30pts.) (U1.3; U1.5)	
	-Abstract, Conclusion, and References (10pts.) (U1.5; U6.1)	
	Final RoL (Includes Abstract) (U1.5; U4.4)	10
	Mini-Study Proposal (U1.4; U4.4)	5
	Mini-Study (U1.3; U1.5; U4.4; U5.2)	50
	-Chapter 1: Introduction (10 pts.) (U4.4; U5.2; U1.3; U1.5)	
	-Chapter 2: Review of Literature (10pts.) (U4.4; U1.3; U1.5)	
	-Chapter 3: Methods (10 pts.) (U4.4; U1.3; U1.5; U5.2)	
	Chapter 4: Results (10pts.) (U4.4; U1.3; U1.5; U6.1)	
	Chapter 5: Discussion (10pts.) (U4.4; U1.3; U1.5)	
	Final Mini-Study (All Chapters and Title Page, Abstract, and Reference List) (U4.4; U1.3; U1.5; U5.2)	10
	Mini-Study Presentation (U4.4; U1.3; U1.5; U5.2)	10
	Final Reflections (U1.3; U6.1)	10
Total:		165

COURSE POLICIES & SAFETY ISSUES

Please review University policies to ensure coherence with any classroom policies: <http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html> and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Late work and make-up work policy. Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

Address safety issues if relevant. (labs, hazardous materials, shops, field work, etc.).

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. **Turnitin Originality Reports WILL/WILL NOT* be available for your viewing.**

***FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name

Department name

Chair's email

Department phone number

UNIVERSITY POLICIES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

UNIVERSITY SERVICES

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE CALENDAR

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

TENTATIVE COURSE SCHEDULE (may be given as a separate document)

Following are schedules showing class meeting dates for Fall 2021 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

Tentative Course Schedule

Fall 2021

(Monday, Wednesday, Friday Courses)

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Fri., Aug 27		
4	Mon., Aug 30		
5	Wed., Sept 1		
6	Fri., Sept 3		
	Mon., Sept 6	HOLIDAY – Labor Day	
7	Wed., Sept 8		
8	Fri., Sept 10		
9	Mon., Sept 13		
10	Wed., Sept 15		
11	Fri., Sept 17		
12	Mon., Sept 20		
13	Wed., Sept 22		
14	Fri., Sept 24		

	Date	Topic	Reading Assignment
15	Mon., Sept 27		
16	Wed., Sept 29		
17	Fri., Oct 1		
18	Mon., Oct 4		
19	Wed., Oct 6		
20	Fri., Oct 8		
21	Mon., Oct 11		
22	Wed., Oct 13		
23	Fri., Oct 15		
24	Mon., Oct 18		
25	Wed., Oct 20		
26	Fri., Oct 22		
27	Mon., Oct 25		
28	Wed., Oct 27		
29	Fri., Oct 29		
30	Mon., Nov 1		
31	Wed., Nov 3		
32	Fri., Nov 5		
33	Mon., Nov 8		
34	Wed., Nov 10		
35	Fri., Nov 12		
36	Mon., Nov 15		
37	Wed., Nov 17		
38	Fri., Nov 19		
39	Mon., Nov 22		

	Date	Topic	Reading Assignment	
	Wed., Nov 24	Thanksgiving Break		
	Fri., Nov 26	Thanksgiving Break		
40	Mon., Nov 29			
41	Wed., Dec 1			
42	Fri., Dec 3			
43	Mon., Dec 6			
44	Wed., Dec 8	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule
Fall 2021
(Tuesday, Thursday Courses)**

	Date	Topic	Reading Assignment
1	Tues., Aug 24		
2	Thurs., Aug 26		
3	Tues., Aug 31		
4	Thurs., Sept 2		
5	Tues., Sept 7		
6	Thurs., Sept 9		
7	Tues., Sept 14		
8	Thurs., Sept 16		
9	Tues., Sept 21		
10	Thurs., Sept 23		

	Date	Topic	Reading Assignment	
11	Tues., Sept 28			
12	Thurs., Sept 30			
13	Tues., Oct 5			
14	Thurs., Oct 7			
15	Tues., Oct 12			
16	Thurs., Oct 14			
17	Tues., Oct 19			
18	Thurs., Oct 21			
19	Tues., Oct 26			
20	Thurs., Oct 28			
21	Tues., Nov 2			
22	Thurs., Nov 4			
23	Tues., Nov 9			
	Thurs., Nov 11	Holiday – Veterans Day		
24	Tues., Nov 16			
25	Thurs., Nov 18			
26	Tues., Nov 23			
	Thurs., Nov 25	Thanksgiving Break		
27	Tues., Nov 30			
28	Thurs., Dec 2			
29	Tues., Dec 7	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

Tentative Course Schedule
Fall 2021
(Monday, Wednesday Courses)

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Mon., Aug 30		
4	Wed., Sept 1		
	Mon., Sept 6	HOLIDAY – Labor Day	
5	Wed., Sept 8		
6	Mon., Sept 13		
7	Wed., Sept 15		
8	Mon., Sept 20		
9	Wed., Sept 22		
10	Mon., Sept 27		
11	Wed., Sept 29		
12	Mon., Oct 4		
13	Wed., Oct 6		
14	Mon., Oct 11		
15	Wed., Oct 13		
16	Mon., Oct 18		
17	Wed., Oct 20		
18	Mon., Oct 25		
19	Wed., Oct 27		
20	Mon., Nov 1		
21	Wed., Nov 3		
22	Mon., Nov 8		

	Date	Topic	Reading Assignment	
23	Wed., Nov 10			
24	Mon., Nov 15			
25	Wed., Nov 17			
26	Mon., Nov 22			
	Wed., Nov 24	Thanksgiving Break		
27	Mon., Nov 29			
28	Wed., Dec 1			
29	Mon., Dec 6			
30	Wed., Dec 8	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				