

# Advanced Research Projects in Special Education Section 01

## EDSE 220 – Hybrid Schedule

Spring 2024 3 Unit(s) 1/24/24 – 5/13/24

### □ Contact Information

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Instructor:	Dr. Peg Hughes
Office Hours:	Wed 4:30-6:30 & By Appointment
Office Location:	Sweeney Hall 235
Class Days/Time:	Wednesday, 7:00-9:45
Classroom:	Sweeney Hall Room 230
Prerequisites:	Completion of EDSE 285 with B or better

### □ Course Description and Requisites

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Advanced application of special education action research projects conducted in diverse educational settings. Prerequisite(s): Department consent. Letter Graded

## □ Classroom Protocols

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### Class Expectations

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive to class on time and to stay until class is ended. Participants are expected to respect speakers and peers at all times. Students in the class receive a final disposition score in addition to a letter grade.

### Respectful Environment

Special education is a field with complex philosophical understandings and paradigmatic leanings. As such, there may be times of disagreement about what is best for students with dis/abilities in this class. While it is appropriate to disagree, students are expected to do so respectfully during course discussions and activities.

## □ Program Information

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### **LCOE Department of Special Education Mission**

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### **LCOE Department of Special Education Program Learning Outcomes**

- ♦ PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural, and linguistic backgrounds.
- ♦ PLO 2 Critically evaluate pedagogy, curricula, and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.

- ♦ PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- ♦ PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- ♦ PLO 5 Utilize research-based knowledge and theoretical, conceptual, and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\) \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## □ Course Goals

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### Course Goals

A4 Ethical Professionals – Qualities of ethical professionals

A5 Change Agent – Qualities of change agents

C1 Scientific Inquiry – Engagement in scientific inquiry

C2 Critical Skills - Critical skills as consumers & investigators of research

## □ Course Learning Outcomes (CLOs)

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Course Learning Outcomes (CLOs)

1. Apply APA 7<sup>th</sup> Edition standards when completing the research project, including double spacing, Times New Roman font 12, one-inch margins, etc.
2. Review, critically analyze, and synthesize research as a part of reflecting on one's teaching practice and commitment to equity and social justice in the classroom.
3. Complete all contents of the research project successfully using the MA project outline and scheduled due dates.

## □ Course Materials

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Required Texts/Readings

1. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-3217-8 (Spiral with tabs). Order Info: [www.apa.org/pubs/books](http://www.apa.org/pubs/books) @\$45

2. Sagor, R.D., & Williams, C.W. (2016). *The action research guidebook: A process for pursuing equity and excellence in education* (3<sup>rd</sup> ed.). Corwin Publishing. – **Chapters in Canvas**

## □ Course Requirements and Assignments

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Action Research Project Requirements –

See Canvas Module - MA Project Outline for more complete descriptions of assignments

1. Title Page – Title of MA project, Name, Department Name, Date
2. Abstract – No more than 200 words, summarizes the purpose of the project, inquiry question(s), method, main/key findings, teacher practice implications
3. Table of Contents – List all main sections of the paper on the left side with their correct pagination on the right side of the page.
4. References and Appendices – Include only cited references, entries must be 100% correct using 7<sup>th</sup> version APA.
5. Research Method Presentation – ppt of all 4 sections presented to class with Q&A from students
6. EDSE 285 - Revised content with appropriate in-text APA citations, page numbers, headings, etc.
7. EDSE 220 – Final Research Paper with all content of the complete project from title page to last page.
8. Final Poster Presentation - Final oral presentation will include a culminating presentation of all of the major elements of the action research project.

## Grading Information

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### Determination of Grades

Assignments	Points	Percentage
Title Page	10 inc in final grade	10 %
Abstract	10inc in final grade	10 %
Table of Contents	10 inc in final grade	10 %
References and Appendices	10 inc in final grade	10 %
Class Participation – PPT Research Method	10	10%
EDSE 285 Final Revision	5	5 %
EDSE 220 Final Written AR Project	75 (40+ 35)	75%
Final Presentation- Poster Presentation	10	10 %
TOTAL POINTS	100	100 %

I. Intervention Time Lines as follows: Choose one Option

**4 weeks Feb 26<sup>th</sup> – March 22<sup>nd</sup>**

**5 weeks Feb 26<sup>th</sup> – March 29<sup>th</sup>**

**6 weeks Feb 26<sup>th</sup> – April 6<sup>th</sup>**

2. To keep up with the pace of the class, turning in late assignments is strongly discouraged. If you have a medical or significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible, and if it's a medical issue I will need a doctor's note. If need be, we will figure out a doable timeline to get all your work completed this semester. Moreover, although attendance is not required at SJSU, class participation and class activities are mandatory.

Grade	Points
A+	95-100
A	84-94
A-	69-83
B+	57-68
B	48-56
B-	39-47

## Department Grading Policy

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to pass the final MA course EDSE 220. An “Incomplete” is only given when 80% or more of the work has been completed on time.

## □ University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

# □ Course Schedule

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## EDSE 220 Schedule Spring 2024

Week	Topics	Assignments and Readings
1 Jan 24 <sup>t</sup> Aynchr		Edit/Correct EDSE 285 Final Paper – see my comments Canvas: Read Sagor & Williams chapters 7 & 8
2 Jan 31 <sup>st</sup> On Campus	Syllabus Overview and Course Structure Research Method Module – ppt parts #3, 4 Data Collection/analysis – ppt Review Outline of Project – Sequence of Contents Sign up Sheets – 2/7 & 2/14	Peruse Module #2 – Research Method – ppt Data Collection – ppt Data Analysis – ppt
3 Feb 7 <sup>th</sup> Async	Individual Meetings – In person – SH 235 Discuss method, data collection and analysis Work on Data Collection forms	Due: Submit to Canvas Updated/last version of 285 research project from EDSE 285– make all corrections noted Read: APA pgs. 58-60, pgs. 174-189



4 Feb 14 <sup>th</sup> On Campus	Individual Meetings – Discuss method, data collection and analysis	Peruse: Sagor & Williams C. 7
5 Feb 21 <sup>st</sup> Async	Results  Work on any data collection activities/forms  Read Results Module	Peruse: Sagor & Williams, C 8  Due: Draft version of Research Method : Data Collection and Data Analysis
6 Feb 28 <sup>th</sup> On campus	Research Method – all 4 parts  Individual ppt presentations to class	Due: PPT to Canvas and Class
7 March 6 <sup>th</sup> Async	Results  Work on any data collection activities/forms	Read Module # 3
8 March 13 <sup>th</sup> On Campus	Results, Limitations,  Conclusions, Implications, Future Research	Review PPT Module # 3  Read PPT Module #5

9 March 20 <sup>th</sup> Async	Writing Week	Due: Due Draft Results & Limitations section to Canvas
10 March 27 <sup>th</sup> On Campus	Lecture – Abstract, Title Page, Table of Contents (ToC), References  In class – Individual Work Title page & Abstract  Prepare AR Poster Presentation	Due: Draft Conclusion and Implication, Future Research sections to Canvas  Read Module # 4 in Canvas Read Module # 6 – Poster
11 April 3 <sup>rd</sup>	Spring Break – No Class	
12 April 10 <sup>th</sup> On Campus	Practice – Presentation of AR Poster to classmates to obtain feedback, make changes	Due: Draft Title, Abstract, ToC to canvas
13 April 17 <sup>th</sup> Async	Writing Week  Can practice PPT presentation in SH 230 with peer or not	Due: Final Poster presentation to Canvas  Sign up for individual appts. With instructor, if needed

14 April 24 <sup>th</sup> On Campus	Review/Discuss  Final AR Project Paper – (Outline of Items)  Work in Class – Final Version; Poster	
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15 May 1 <sup>st</sup> Async	Work on Assignments	Due: Draft of Final Paper to canvas and bring hardcopy
16 May 8 <sup>th</sup>  Last Class	Bring the Draft of Final paper to class for peer review	
May 10 <sup>th</sup>  Friday	LCOE Celebration of Learning Event (CoL)	Due: AR presentation at CoL (10 pts)
Monday  May 13 <sup>th</sup>	Due: Monday May 13 <sup>th</sup>  Final version of the complete research project on Canvas and turn in a hard copy on the 10th	