

Advanced Research Projects in Special Education

Section 01

EDSE 220

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/29/2023

Contact Information

Instructor:	Sudha Krishnan
Office Hours:	By Appointment
Office Location:	Sweeney Hall 217
Class Days/Time:	Wednesday, 7:00-9:45
Classroom:	Sweeney Hall Room 213
Prerequisites:	Completion of EDSE 285 with B or better

Course Description and Requisites

Advanced application of special education action research projects conducted in diverse educational settings.

Prerequisite(s): Department consent.

Letter Graded

Classroom Protocols

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, it is expected that students do so in a respectful way during course discussions and activities.

Program Information

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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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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1. Apply APA 7th Edition standards when completing 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 MA project outline and scheduled due dates.

Course Materials

Required Texts/Readings

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 @\$45

Sagor, R. D., & Williams, C. (2016). *The action research guidebook: A process for pursuing equity and excellence in education*. Corwin Press.

Other Readings on Canvas

Forester, C., & Eperjesi, R. (2021). *Action Research for Student Teachers*.

Mertler, C.A. (2009). *Action research: Teachers as a researcher in the classroom*. Sage. <https://edge.sagepub.com/mertler6e>

<https://www.perkinselearning.org/videos/webcast/action-research-special-education>

Course Requirements and Assignments

Action Research Project Requirements – See Appendix A- 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 or important findings, and**

implication for teacher practice.

3. Table of Contents – List all main sections of the paper on the left side with its correct pagination on right side of page.

4. References and Appendices – Include only cited references, entries must be 100% correct using 7th version APA.

5. EDSE 285 - Revised content with appropriate in-text APA citations, page numbers and headings, etc.

6. EDSE 220 - Finalized 220 method, data analysis, teacher practice implications, and future research with appropriate APA citations, tables, figures labeled correctly and page numbers.

7. Final Presentation - Final oral presentation will include a culminating presentation of all of the major elements of the action research project: introduction, action inquiry question, key relevant literature, methodology, sample of main results, implications for teacher practice, and key references.

✓ Grading Information

Determination of Grades

Assignments	Points	Percentage
Title Page	10	10 %

Abstract	10	10 %
Table of Contents	10	10 %
References and Appendices	10	10 %
EDSE 285 Final Revision	15	15 %
EDSE 220 Final Written AR Project	35	35%
Final Presentation	10	10 %
TOTAL POINTS	100	100 %

In order 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 successfully completed this semester.

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 finalMA course EDSE 220. An "Incomplete" is only given when 80% or more of the work has been completed on time.

University Policies

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

EDSE 220 Schedule Fall 2023

Week	Topics	Assignments and Readings
1 August 23 Lecture	Introduction Syllabus Overview and Course Structure and MA Action Research Project Outline Graduation Application	Review 220 syllabus & Canvas Review status of student projects
2 August 30 Lecture	Lecture – Title Page, Table of Contents, References In class – Individual work on 285 rewrites and title page APA review	Due: Current iteration of research project from EDSE 285 including reference list – make all corrections noted by 285 Professor Read: APA C.2 pgs.30-32;60-67
3 September 6 Lecture	Qualitative/Quantitative Methods, Data collection and Analysis APA review	Read: Sagor & Williams, Chapter 7
4 September 13 Individual meetings	Individual Meetings – Discuss method, data collection and analysis APA review	Sign up for individual apts. with instructor Read: Sagor & Williams, Chapter 7

5 September 20 Lecture	Write up of Results section, Limitations, Tables and Figures APA review	Due: Final work to date – Outline Items # 4-6, 7 Part 1 and 2 (285 work) – 15 pts. Read: Sagor & Williams, Chapter 8 Read: APA pgs. 200-207; 232;243
6 September 27 Individual Meetings	Writing Week – Results and limitations	
7 October 4 Lecture	Lecture – Conclusions, Implications, Future Research APA review	Due: Draft version of Results, Limitations, any tables or figures – Bring to class and submit to canvas Read: Sagor & Williams, Chapter 9
8 October 11 Individual Meetings	Writing Week - Conclusions, Implications, Future Research	
9 October 18 Lecture	Lecture – Abstract Content Practice – Abstract Write up Lecture – Preparation/Outline of AR Presentation – Celebration of Learning Event Peer Review - Abstract Review of Final Project Template and Content	Due: Draft version of conclusions, implications and future research – Bring to class and submit to canvas Read: APA 73-74
10 October 25 Individual Meetings	Prepare AR Presentation Meet with professors or tutor to go over 220 draft if needed	Due: Draft of Abstract Due: Final Title Page (10pts), References (10pts)
11 November 1 Lecture	Practice – Presentation of AR project to classmates	Due: Draft 220 version to include Outline Items – # 7 Part 3, Part 4; 8-10 Due: Draft of Presentation to class for peer review and edits

12 November 8 Individual Meetings	Individual Meetings – review of final project paper	Due: Final Abstract (10 pts), Table of Contents (10pts)
13 November 15 Writing week	Writing Week	Sign up for individual apts. with instructor Due: Draft of final paper to appt – All 10 Outline Items 1-10
14 November 20 Holiday		
15 November 29	LCOE Celebration of Learning Event (CoL) TBD	Due: AR presentation at CoL (10 pts)
Final Week No Class	Final AR Project Paper – Outline Items 1-10	Due: Final version of complete research project on Canvas and turn in hard copy (35 pts.)