SPE 5900
Research in Special Education
Summer 2020

Instructor: Dr. Amy Rosenstein
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Appointments: by email at arosenstein@eiu.edu
Location/Time Of Classes: Online
Course Information Summary

Course (Prefix, Number, Title): SPE 5900 Research in Special Education

Course Description:
Candidates in this course will develop skills necessary to analyze research designs involving special education methodology and will be able to interpret statistics through multiple regression. Credits: 3.

Pre-requisites/Co-requisites
Graduate standing

Support of Conceptual Framework:
In order to make wise decisions regarding curricula, practices, and interventions, educators must understand educational research and be cognizant of the quality indicators which signify sound research design and methodology. Additionally, to advance the field, it is important that educators are able to identify possible issues in need of further investigation and possess the skills to conduct and interpret the results of action research in their respective classrooms, schools, and districts.

Learning Model:
The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995).

Required Text:
Assigned readings form Professional peer-reviewed journals, book chapters, or other resources will be utilized. Please contact textbook rental and arrange to have a book sent to you if you are not near campus.

Methods of Instruction:
Asynchronous class discussion board for power point, reading, and videos, as well as, reflective exercises, guided Internet tours, and simulation activities will be the primary means of instruction and interaction.

Assignments:
1. Readings: Each student is responsible for the information contained in the readings for the course. Chapter numbers from the textbook, references to
readings that must be obtained through Booth Library, and/or links to readings will be located in each Module. For each assigned reading the student will complete a reading and reflective response discussion board activity or submit written responses to guided questions following APA guidelines. The purpose of the readings is to help with completing course activities and exams.

2. **On-line participation learner interaction policy and participation guidelines:** Points may be earned each week for participating in discussion boards, guided Internet activities, and simulations of authentic activities to apply knowledge acquired through readings, discussions, and/or videos. These activities will be time sensitive and must be completed during the assigned week. Instructions for each discussion will be posted in each module. Points cannot be made up.

3. **Examinations and quizzes:** Exams and quizzes that cover knowledge and application components of the course is required. Questions may include multiple choice, short answer, and essay responses. The instructor reserves the right to require students to install Lockdown Browser and/or Respondus Monitor for exam completion. [https://www.eiu.edu/respondus/RLDB-Quick-Start-Guide-D2L-Student.pdf](https://www.eiu.edu/respondus/RLDB-Quick-Start-Guide-D2L-Student.pdf)

4. **Research Proposal:** Develop component parts of a Research Proposal in accordance with APA style for submission. Each student will create and submit a video presenting their proposal for course peer review. Students will provide a written reference list that will be shared with class members. Specific directions will be provided.

All activities, assignments, and exams will be submitted to the D2L assessment dropbox during submission time frames.

**Response Time Statement**

Discussion board participation should occur through out the week. The instructor will review and contribute to comments on Tuesdays and Thursdays. Comments made after Thursday will be reviewed Monday of the following week.

Discussion board participation activities and assignments will be active when the course begins and remain open until the due date provided in each module. Please note the due dates/end dates listed for each discussion, activity, and assignment in each module.

The instructor will review and evaluate discussion participation, activities, and assignments within approximately 4 days of the end date.

**Course Outline:**

I. **An Overview of Education Research**  
   (Gall, Borg & Gall, 1996; Gay, 1987; Glass, 1987; Richardson-Koehler, 1987.)
   A. **Types of Educational Research**
B. Purposes of Educational Research
C. Nature of Scientific Inquiry
D. Personal Motivation for Conducting Educational Research

II. Planning Educational Research
A. Developing a Research Proposal (Behling, 1984.)
B. Ethical, Legal Constraints, and Human Relations (American Anthropological Assoc., 1983.)
C. Reviewing the Literature (Woodbury, 1982.)
D. Critical Evaluation of Research (Glass, et al., 1981.)
E. Mistakes Made in Planning Educational Research

III. Sampling and Measurement in Educational Research
A. Populations and Samples (Bobbie, 1985.)
B. Selection and Administration of Tests (American Psychological Assoc., 1985.)
C. Types of Standardized Tests (Mitchell, 1985.)
D. Mistakes Made in Sampling and Measurement

IV. Research Design and Methodology
A. Types of Research Design (Cook & Campbell, 1979.)
B. Quantitative Research Design (Goetz & LeCompte, 1984.)
C. Statistical Analysis (Achen, 1986.)
D. Qualitative Research (Goetz & LeCompte, 1984.)
E. Mistakes Made in Quantitative and Qualitative Research

V. Types of Educational Research
A. Introduction
B. Questionnaire Survey (deVaus, 1986.)
C. Interview Approach (Bradburn, et al., 1981.)
D. Observational Research (Webb, et al., 1981.)
E. Causal-Comparative Approach (Elashoff, 1969.)
F. Correlational Method (Cook & Campbell, 1979.)
G. Experimental Designs (Cook & Campbell, 1979.)
H. Action Research

VI. Data Processing and Reporting (Bruning & Kentz, 1987; Greenberg, 1987.)
A. Processing Research Data
B. Preparing the Research Report
C. Mistakes Made in Processing Research Data and Preparing the Research Report

Course/Department Policies

Attendance
Students are expected to log in weekly and complete all course activities within each module before the module expires. If prevented by an acute illness or an emergency the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the
absence occurs. The instructor after due consideration to the reason for the absence may deny the student’s request to make up missed assignments or exams. **Students for whatever reason are held responsible for the material covered in each module.**

The Department of Special Education endorses the notion that regular participation in on-classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

**Grading Scale**
A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

- 90% or more of total points = A
- 80-89% of total points = B
- 70-79% of total points = C
- 60-69% of total points = D
- Less than 60% of total points = F

**Assignments**
Reading responses
Weekly participation in Module activities
Exams and quizzes
Research Proposal

All activities, assignments, and exams will be submitted to the student’s D2L dropbox during submission time frames.

**Policy on Late Assignments**
Assignments are due by the time deadline for each Module. Any activity, assignment, or exam not turned in by the deadline will be considered late and will be blocked from submission. The student will be required to contact the instructor, obtain approval, and submit within a new time frame. If an assignment is late but excused, the student will not be penalized points. Assignments that are late and unexcused will be assessed a 10% penalty for each day they are late. Unexcused late submissions will not be accepted after 5 business days or after the last day of class. If the last assignment is due with fewer than 5 days remaining in the summer session, then it will not be accepted after the last day of class. All assignments must be submitted prior to the last day of class.

**Written Language Standards**
Written assignments are expected to follow *American Psychological Association (APA), 6th Edition* style, format, and guidelines. Non-labeling language is expected in all written materials. Students in SPE 5133 will be expected to meet graduate performance criteria associated with grammar, spelling, and sentence structure. The instructor reserves the right to request revision and resubmission of any work that
does not meet graduate level standards.

APA Style: Knowledge of APA style is assumed at the graduate level. APA style should be used in all writing assignments. If you have not used APA style prior to taking this course, please familiarize yourself with the manual and ask questions prior to turning in assignments.

Non-Labeling Language: The Department of Special Education at EIU requires that all assignments be completed using non-labeling language. If labeling is utilized because it is part of a quote from a published source, please indicate that the information is a quote, utilizing correct APA form.

Example:
Non-Labeling Language
Students with learning disabilities
Students identified as behavior disordered
Teachers of students with mild mental impairments

Labeling Language (DO NOT USE)
Learning Disabled Students
BD Students
Learning Disability Teachers

Cell Phone Policy (hybrid course and on-line synchronous activities)
All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Above-mentioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of “zero”. At no time during class, teaching on site, or tests is text messaging allowed. Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication
Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student’s responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s). The class requires the use of on-line environments, including D2L, to communicate class related messages, information, readings, and/or assignments. The candidate is responsible for accessing the content.

Student Conduct Code
Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. Violations of the Student Conduct Code include but are not limited, conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data, and submitting work previously evaluated in another course unless specifically permitted by the instructor.

NETIQUETTE (Developed by OCDi): Student to student and student to instructor interaction is a critical element to a successful online course. Consistent with other forms of social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following are tips for interacting online via email or discussion board messages:

• Remember that the person receiving your message is someone like you, deserving and appreciating courtesy and respect.
• Be brief; succinct, thoughtful messages have the greatest effect.
• Your messages reflect on you personally; take time to make sure that you are proud of their form and content.
• Use descriptive subject headings in your emails.
• Think about your audience and the relevance of your messages.
• Be careful when you use humor and sarcasm; absent the voice inflections and body language that aid face-to-face communication, Internet messages are easy to misinterpret.
• When making follow-up comments, summarize the parts of the message to which you are responding.
• Avoid repeating what has already been said; needless repetition is ineffective communication.
• Cite appropriate references whenever using someone else’s ideas, thoughts, or words.

Familiarize your self with the EIU Technology Guide and Technology Support on campus. https://www.eiu.edu/panthertech/kb/005/kb005000011.php

Academic Support
If a candidate has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. No audio or video recorders will be allowed for synchronous class activities unless there is a requisition from the Office of Disability Services to do so.

Appointments/Assistance
Each candidate is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Candidates may make appointment for a phone conversation or instant chat by emailing the instructor. Please allow for a 24-
hour response time. Candidates requiring special accommodations must address their needs with the instructor early in the course of the semester.
### Graduate/Advanced: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Graduate/Advanced Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposal</td>
<td>Candidates will design a research proposal that could be implemented in their own setting. The proposal will include: a review of literature, research questions, a description of their research design and methodology. The proposal and an accompanying handout will be shared with peers via an in class presentation and discussion.</td>
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**List of Graduate/Advanced Unit Standards:**
Standard 1 – Content Knowledge
Standard 2 – Critical Thinking and Problem Solving
Standard 3 – Oral and Written Communications
Standard 4 – Advanced Scholarship/Research/Creative Activity
Standard 5 – Working with Diverse Clientele
Standard 6 – Collaboration and Creating Positive Relations

**List of Unit Dispositions:**
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

**Learning Outcomes/Objectives**
Eastern Illinois Graduate Assessment of Candidate Learning Assessments
(Indicate which of six outcomes are assessed by the requirements of this course) (EIU):

1. **A depth of Content knowledge including effective technology skills and ethical behaviors**
   …can include program learning objectives related specifically to the knowledge base as defined by the discipline but can also include learning objectives related to ethical behaviors and professional responsibility; specific skills sets in the areas of technology, leadership, management, or laboratory procedures; application of theory into practice; and/or competency as a performer, educator, or conductor.

2. **Oral and written communication skills**
   …typically are assessed throughout the students’ degree program. Regular course assignments, including position papers, lab reports, research reviews, technical presentations, debates, and facilitated discussions as well as performance as a graduate assistant, if appropriate, can be utilized.

3. **Advanced scholarship through research and/or creative activity**
   …is a critical component of all graduate degree programs. Evidence of scholarly activity might include formulating, conducting, and presenting original research, critically reviewing and synthesizing existing research, designing artwork or other creative works and composing a musical piece.

**Standards**

CEC Advanced Content Standards and CEC Special Education Administrator Knowledge and Skills Addressed In This Course (CEC AC)
Advanced Standard 1: Leadership and Policy:
Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 3: Research & Inquiry
Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Student and Program Evaluation
Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in
the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice
Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

CEC Advanced Core Standards, including Common Core Knowledge and Skills (CEC ACC_K or CEC ACC_S):

- ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school.
- ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings
- ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians.
- ACC5K2 Moral and ethical responsibilities of educators.
- ACC5K3 Human rights of individuals with exceptional learning needs and their families.
- ACC1S3 Advocate for educational policy within the context of evidence-based practices.
ACC3S1 Identify and use the research literature to resolve issues of professional practice.
ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.
ACC4S1 Design and use methods for assessing and evaluating programs.
ACC4S2 Design and implement research activities to examine the effectiveness of instructional practices.
ACC4S3 Advocate for evidence based practices in assessment.
ACC4S4 Report the assessment of students’ performance and evaluation of instructional programs.
ACC5S2 Implement practices that promote success for individuals with exceptional learning needs.
ACC5S4 Disseminate information on effective school and classroom practices.
ACC5S5 Create an environment which supports continuous instructional improvement.

CEC Specialty Area Knowledge and Skills

Special Education Administrator (CEC SEA_K or CEC SEA_S):
SA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families.
SA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families.
SA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families.
SA5K3 Professional development theories and practices that improve instruction and instructional content for students with exceptional learning needs.
SA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families.
SA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families.
SA4S2 Develops and implements ongoing evaluations of education programs and personnel.
SA4S4 Designs and implements evaluation procedures that improve instructional content and practices.
SA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families.

State of Illinois Specialty Area LBS II or Director Standards Addressed in this Course

Curriculum Adaptation Specialist (IL CAS)
None
Behavior Intervention Specialist (IL BIS)
None

State of Illinois Specialty Area LBS II and Director Standards Addressed in this Course

Director of Special Education (IL DIR)
None

References

of Applied Behavior Analysis, 10, 103-116.