

**Texas A&M University- Commerce**  
**Education and Human Services**  
**Psychology, Counseling, and Special Education**  
**Syllabus for SPED 595/COUN 595: Research Literature and Techniques**  
**(3 credits)**

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**Semester and year:** Fall 2012  
**Course dates:** August 27, 2012 – December 14, 2012  
**Course meetings:** Wednesdays 7:20 P.M. – 10:00 P.M.  
**Course location:** BA 224 or MPLX 131

**Professor:** Brittany Hott, Ph.D.  
**Office:** Henderson 225  
**Office Hours:** Tuesdays and Thursdays 1:00 P.M. - 4:00 P.M.; by appointment  
**Phone:** (903) 886-5780  
**E-Mail:** Brittany.Hott@tamcu.edu

#### **COURSE DESCRIPTION**

##### ***SPED/COUN 595 University Catalog Description***

Emphasizes research in the student's major field, basic statistics, literature review, proposal and report development, research implementation, needs assessment, program development, and ethical and legal considerations regarding research through the presentation of a formal research proposal and/or presentation of a completed research report.

#### **NATURE OF COURSE DELIVERY AND STUDENT OUTCOMES**

##### ***Learning activities include the following:***

- Student participation in small group activities, including analysis and synthesis of readings
- Application of course concepts to case studies and practical scenarios
- Access and analyze materials and resources using a variety of mediums, including web-based resources, applicable professional organization materials, and peer-reviewed journal articles

##### ***This course is designed to enable students to develop an understanding of:***

- the importance of research, opportunities, and difficulties in conducting research in the counseling or special education profession
- research methods such as qualitative, quantitative, single-case design, action research, and outcome-based research
- technological competence and computer literacy
- principles, models, and applications of needs assessment, program evaluation, and use of findings to effect to effect program modifications
- use of research to improve program effectiveness
- ethical and legal considerations related to research and program evaluation

#### **TE<sub>x</sub>ES COMPETENCIES FOR COUNSELORS**

##### ***Competency 004 (Program Management)***

The school counselor understands how to plan, implement, and evaluate a developmental guidance

program, including counseling services, that promotes all students' success.

### ***Competency 006 (Counseling)***

The school counselor understands how to provide effective counseling services to individuals and small groups.

### ***Competency 010 (Professionalism)***

The school counselor understands and complies with ethical, legal, and professional standards as relevant to the profession.

## **COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS FOR SPECIAL EDUCATORS**

### **Standard 3 (Research and Inquiry)**

#### ***Knowledge of:***

- Evidence-based practices validated for specific characteristics of learners and settings
- Theoretical and applied models of transition
- Research on relationships between individual outcomes and transition practices

#### ***Skills:***

- Identify and use the research literature to resolve issues of professional practice
- Evaluate and modify instructional practices in response to ongoing assessment data
- Use educational research to improve instruction, intervention strategies, and curricular materials

## **INSTRUCTOR SUPPORT**

### ***Communication***

In addition to office hours, the instructor is available by Skype, MeBeam, and email during office hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat when it is convenient for you. On Mondays and Wednesdays between 1:00 P.M. and 4:00 P.M., the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response.

## **MATERIALS**

### ***Required Texts***

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.

### ***Supplemental Readings Provided by the Instructor***

Baker, S. K., Chard, D. J., Ketterlin-Geller, L. R., Apichatabutra, C., & Doabler, C. (2009).

Teaching writing to at-risk students: The quality of evidence for self-regulated strategy development. *Exceptional Children*, 75, 303 – 319.

<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>

Brantlinger, E., Jiminez, R., Klingner, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207.

<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>

- Buckley, C. Y. (2005). Establishing and maintaining collaborative relationships between regular and special education teachers in middle school social studies inclusive classrooms. In T. E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 18. Cognition and learning in diverse settings* (pp. 161-208). Oxford, UK: Elsevier.
- Chard, D. J., Ketterlin-Geller, L. R., Baker, S. K., Doabler, C., & Apichatabutra, C. (2009). Repeated reading interventions for students with learning disabilities: Status of the evidence. *Exceptional Children, 75*, 263 – 282.  
<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Cook, L., Cook, B. G., Landrum, T. J., & Tankersley, M. (2008). Examining the role of group experimental research in establishing evidence-based practices. *Intervention in School and Clinic, 44*, 76 – 82.  
 doi: 10.1177/1053451208324504
- Cook, B. G., Tankersley, M., & Landrum, T. J. (2009). Determining evidence-based practices in special education. *Exceptional Children, 75*, 365 – 384.  
<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Cutler, L., & Graham, S. (2008). Primary grade writing instruction: A national survey. *Journal of Educational Psychology, 100*, 907-919. doi:10.1037/a0012656
- Evmenova, A. S., Graff, H. J. , Kinas Jerome, M., & Behrmann, M. (2010). Word prediction programs with phonetic spelling support: Performance comparisons and impact on journal writing for students with writing difficulties. *Learning Disabilities Research & Practice, 25*, 170 – 182.  
 doi: 10.1111/j.1540-5826.2010.00315.x
- Gersten, R., Baker, S. K., Smith-Johnson, J., Dimino, J., & Peterson, A. (2006). Eyes on the prize: Teaching complex historical content to middle school students with learning disabilities. *Exceptional Children, 72*, 264-280.  
<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-164.  
<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Hine, J. F., & Wolery, M. (2006). Using point-of-view video modeling to teach play to preschoolers with autism. *Topics in Early Childhood Special Education, 26*, 83-93. doi:10.1177/02711214060260020301
- 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.  
<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Lane, K. L., Kalberg, J. R., & Shepcaro, J. C. (2009). An examination of the evidence base for function-based interventions for students with emotional and/or behavioral disorders attending middle and high schools. *Exceptional Children, 75*(3), 321-341.  
<http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>

- McDuffie, K. A., & Scruggs, T. E. (2008). The contributions of qualitative research to discussions of evidence-based practice in special education. *Intervention in School and Clinic, 44*, 91 – 97. doi:10.1177/1053451208321564
- Montague, M., & Dietz, S. (2009). Evaluating the evidence-base for cognitive strategy instruction and mathematical problem solving. *Exceptional Children, 75*, 285 – 303. <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children, 71*, 137 – 148. <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Praisner, C. L. (2003). Attitudes of elementary principals toward the inclusion of students with disabilities. *Exceptional Children, 69*, 135-145. <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Regan, K. S., Mastropieri, M. A., & Scruggs, T. E. (2005). Promoting expressive writing among students with emotional and behavioral disturbance via dialogue journals. *Behavioral Disorders, 31*, 33-50.
- Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A meta-synthesis of qualitative research. *Exceptional Children, 73*, 392-416. doi:10.1016/S0735-004X(07)20013-8
- Scruggs, T. E., Mastropieri, M. A., & Regan, K. (2006). Statistical analysis for single subject research designs. In T.E. Scruggs & M.A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities: Vol. 19. Applications of research methodology* (pp. 33-54). Oxford, UK: Elsevier.
- Seo, S., Brownell, M. T., Bishop, A. G., & Dingle, M. (2008). An examination of beginning special education teachers' classroom practices that engage elementary students with learning disabilities in reading instruction. *Exceptional Children, 75*, 97-122. <http://www.cec.sped.org/content/NavigationMenu/Publications2/exceptionalchildren/>
- Simpkins, P. M., Mastropieri, M. A., & Scruggs, T. E. (2009). Differentiated curriculum enhancements in inclusive fifth-grade science classes. *Remedial and Special Education, 30*, 300-309. doi:10.1177/0741932508321011
- Tankersley, M., Harjusola-Webb, S., & Landrum, T. J. (2008). Using single-subject research to establish the evidence base of special education. *Intervention in School and Clinic, 44*, 83 – 90. doi:10.1177/1053451208321600

### ***Supplemental Materials (as needed)***

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals. Some suggestions include:

*Beyond Behavior*

*Journal of Special Education*

*Teaching Exceptional Children*

*Intervention School and Clinic*

*Exceptional Children*

*Behavioral Disorders*

*Assessment for Effective Intervention*

*Professional School Counseling*

*Journal for Emotional and Behavioral Disorders*

*JABA (Journal of Applied Behavioral Analysis)*

*Behavior Therapy*

*Behavior Analyst*

## **UNIVERSITY POLICIES AND PROCEDURES**

### ***Students with Disabilities***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**

**Texas A&M University-Commerce**

**Gee Library, Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)**

Resource for **Free Textbooks** for Students with a Documented Disability: [www.bookshare.org](http://www.bookshare.org)

### ***Student Conduct***

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

### ***Plagiarism***

- "1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one's own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." Oxford English Dictionary.
- Students should know that plagiarism occurs any time another's ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (""); paraphrasing of another's ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this class.
- Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well

as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

***Cheating On Examinations, Quizzes and Other Course Assignments***

- The Oxford English Dictionary defines the verb “to cheat” as: “2. to defraud; to deprive of by deceit; 3. a. to deceive, impose upon, trick; b. to lead into (an action) by deception; 4. a. to deal fraudulently, practice deceit.”
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. That can mean looking on another student’s exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

**COURSE REQUIREMENTS AND EVALUATION CRITERIA**

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege dropbox. Assignments are due at 7:20 p.m. on the dates indicate in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6<sup>th</sup> Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Human Subjects CITI Training Module Completion	10
Literature Review, Synthesis, or Meta-analysis	45
Professional Conference Proposal	15
Research Presentation	15
Professional Journal Submission	15
Total	100%

***It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one’s individual professional portfolio.***

## OVERVIEW OF ASSIGNMENTS

- **Human Subjects CITI Training Module Completion (10 points)**  
Students will complete the CITI Basic Training Course as well as additional modules related to research involving school aged children and individuals with disabilities.
- **Literature Review, Synthesis, or Meta-analysis (45 points)**  
Students will complete a comprehensive review of an intervention within counseling or special education. A literature review, synthesis, or meta-analysis will be developed adhering to applicable standards. While there is no required page limit, a 10 to 15 page paper is typical. Additional details and a rubric will be provided.
- **Professional Conference Presentation Proposal (15 points)**  
Students will draft a conference proposal based on their literature review, synthesis, or meta-analysis. The presentation will be designed for practitioners or researchers. Additional details and a rubric will be provided.
- **Research Presentation (15 points)**  
Students will develop a poster and present their research to the class. Additional details and a rubric will be provided.
- **Professional Journal Submission (15 points)**  
Students will submit their papers to a professional journal. There are many journals that publish graduate student research. The instructor will work with students to determine an appropriate venue for their research. Additional details and a rubric will be provided.

### *Grading Scale*

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 and below

## PROPOSED COURSE SCHEDULE

Week	Topics	Readings	Assignments Due
Week 1 08/29	Introductions, Review of syllabus		
Week 2 09/05	Overview of professional organizations and educational research, Human subjects protections	Creswell 1, 2, 3 APA guidelines for writing about special populations Assigned journal articles	

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 3 09/12	Identifying research problems, Reviewing the literature, Specifying a purpose, Research questions, APA format	Creswell 4, 5 Assigned journal articles	CITI training certificate due
Week 4 09/19	Collecting, analyzing, and interpreting quantitative data	Creswell 6 Assigned journal articles	
Week 5 09/26	Collecting, analyzing, and interpreting quantitative data	Creswell 7 Assigned journal articles	
Week 6 10/03	Statistical software programs (SPSS, SAS, R)	Creswell 11, 12, 13	
Week 7 10/10	IRIS Module (online class)	IRIS Module	
Week 8 10/17	Analyzing quantitative data	Assigned journal articles	Coding sheets for research project articles
Week 9 10/24	Collecting, analyzing, and interpreting qualitative data	Creswell 8, 9 Assigned journal articles	Coding sheets for research project articles
Week 10 10/31	Qualitative software packages (NVivo), Mixed methods	Creswell 14, 15, 16 Assigned journal articles	Coding sheets for research project articles
Week 11 11/07	Action research, peer review of research projects (online class)	Assigned journal articles	Coding sheets for research project articles
Week 12 11/14	Single subject designs	Horner (2005) Assigned journal articles	Coding sheets for research projects
Week 13 11/21	Presenting academic research, implications for practitioners		Coding sheets for research projects
Week 14 11/28	Dissemination of research, Submitting to a professional journal		Conference presentation proposal
Week 15 12/5	Research presentations		Research presentation, Research paper
Exam Week 12/12	Journal submission procedures and assistance as needed		Documentation of journal submission

### **IMPORTANT NOTE**

**Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly.**