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)

Semester and year: Spring 2013  
Course dates: January 14, 2013 – May 10, 2013  
Course meetings: Wednesdays 4:30 P.M. – 7:10 P.M.  
Course location: AGIT 233 or Metroplex

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

TExES 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 Tuesdays 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**


**Supplemental Readings Provided by the Instructor**

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


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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

Resource for Free Textbooks for Students with a Documented Disability: 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, Polices 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 4:30 p.m. on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6th 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Human Subjects CITI Training Module Completion</td>
<td>10</td>
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<tr>
<td>Literature Review, Synthesis, or Meta-analysis</td>
<td>45</td>
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<tr>
<td>Professional Conference Proposal</td>
<td>15</td>
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<tr>
<td>Research Presentation</td>
<td>15</td>
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<tr>
<td>Professional Journal Submission</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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*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. Students have the option to work in research teams of two to four students to explore a
  topic of common interest. If students choose to work in teams, they must agree upon author order
  and complete documentation of individual contributions to the work. A literature review,
  synthesis, or meta-analysis will be developed adhering to applicable standards. While there is no
  required page limit, a 20 to 25 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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, Review of syllabus</td>
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<td>01/16</td>
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<tr>
<td>Week 2</td>
<td>Overview of professional organizations and educational research, Human subjects protections ***</td>
<td>Creswell 1, 2, 3 APA guidelines for writing about special populations Assigned journal articles</td>
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<td>01/23</td>
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<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
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<td>Week 3</td>
<td>01/30</td>
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<td></td>
<td>Identifying research problems,</td>
<td>Creswell 4, 5</td>
<td>CITI training certificate</td>
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<td></td>
<td>Reviewing the literature,</td>
<td>Assigned journal articles</td>
<td>due</td>
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<td></td>
<td>Specifying a purpose, Research questions, APA format</td>
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<td>Week 4</td>
<td>02/06</td>
<td>Creswell 6</td>
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<td></td>
<td>Collecting, analyzing, and</td>
<td>Assigned journal articles</td>
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<td>interpreting quantitative data ***</td>
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<td>Week 5</td>
<td>02/13</td>
<td>Creswell 7</td>
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<td></td>
<td>Collecting, analyzing, and</td>
<td>Assigned journal articles</td>
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<td></td>
<td>interpreting quantitative data</td>
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<td>Week 6</td>
<td>02/20</td>
<td>Creswell 11, 12, 13</td>
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<td>Statistical software programs (SPSS, SAS, R) ***</td>
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<td>Week 7</td>
<td>02/27</td>
<td>IRIS Module</td>
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<td>Group Meetings</td>
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<td>Week 8</td>
<td>03/06</td>
<td>Assigned journal articles</td>
<td>Coding sheets for research project articles</td>
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<td></td>
<td>Analyzing quantitative data</td>
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<td>Holiday</td>
<td>03/13</td>
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<td>Spring Break</td>
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<td>Week 9</td>
<td>03/20</td>
<td>Creswell 8, 9</td>
<td>Coding sheets for research project articles</td>
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<td>Collecting, analyzing, and</td>
<td>Assigned journal articles</td>
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<td>interpreting qualitative data</td>
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<td>Week 10</td>
<td>03/27</td>
<td>Creswell 14, 15, 16</td>
<td>Coding sheets for research project articles</td>
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<td>Qualitative software packages (NVivo), Mixed methods ***</td>
<td>Assigned journal articles</td>
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<tr>
<td>Week 11</td>
<td>04/03</td>
<td>Assigned journal articles</td>
<td>Coding sheets for research project articles</td>
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<td>Action research, peer review of</td>
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<td>research projects ***</td>
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<tr>
<td>Week 12</td>
<td>04/10</td>
<td>Horner (2005)</td>
<td>Coding sheets for research projects</td>
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<td>Single subject designs</td>
<td>Assigned journal articles</td>
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<tr>
<td>Week 13</td>
<td>04/17</td>
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<td>Coding sheets for research projects</td>
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<td>Presenting academic research,</td>
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<td>implications for practitioners ***</td>
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<td>Week 14</td>
<td>04/24</td>
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<td>Conference presentation proposal</td>
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<td>Dissemination of research,</td>
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<td>Submitting to a professional journal</td>
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<td>Week 15</td>
<td>05/01</td>
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<td>Research presentation, Research paper</td>
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<td>Group Meetings ***</td>
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<tr>
<td>Exam</td>
<td>Week 05/08</td>
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<td>Documentation of journal submission</td>
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<td>Journal submission procedures and assistance as needed; Research Presentations</td>
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**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.