



**SpEd 595.001/Coun 595.001: Research Literature & Techniques**  
**COURSE SYLLABUS: Spring 2015**  
*Thursdays @ 4:30 p.m.-7:10 p.m.*

**Instructor: Patricia A. Parrish, Ed.D., RPED, NCED**

**Office Hours, as follows:**

- Tuesday (3:15-4:15 p.m. @ EdS 134/Commerce)
- Wednesday (6:20 p.m.-7:20 p.m. @ Mesquite Metroplex Center)
- Thursday (3:15-4:15 p.m. @ EdS 129/Commerce)
- Virtual (Wednesday, 4:00-5:00 p.m.)
- Additional face-to-face and virtual times by appointment

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<b>COURSE INFORMATION</b>
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**Textbook & Required Supplementary Reading**

**Textbook—Required:**

McMillan, J.H. (2012). *Educational research: Fundamentals for the consumer*. 6th ed. Boston: Pearson. ISBN 978-0-13259-647-3.

**Supplementary Reading—Required**

Parrish, P.A. (2010). *A wake up call for schools: A new order in public education*. Lanham, Maryland: Rowman & Littlefield Education. ISBN 978-1-60709-705-1.

**OR**

Parrish, P.A. (2014). *Getting it right: Dynamic school renewal, fixing what's broken*. Lanham, Maryland: Rowman & Littlefield Education. ISBN 978-1-61048-715-3.

**Course Description**

SpEd 595/Coun 595 introduces students to fundamental research concepts, methods, and practices to address problems in the students' field of interest. Emphasis is placed on review and critique of the literature and the role of research in applied settings.

**Educator Certification Standards Associated with SpEd 595/Coun 595**

For enrolled students who are completing courses in preparation for TExES, competencies associated with SpEd 595/Coun 595 are as follows:

The school counselor

**010** understands and complies with ethical, legal and professional standards relevant to the profession (**E. knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program**).

The educational diagnostician

**008** understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education (**A. demonstrates knowledge of models and**

*theories that provide the basis for special education evaluations and knows the purpose of evaluation procedures and their relationship to educational programming).*

The special education teacher

**010** understands the philosophical, historical, and legal foundations of special education (**B**, *applies knowledge of models, theories, and philosophies that provide the basis for special education practice*).

### **Student Learning Outcomes**

1. The student will examine legal and ethical issues in the research process.
2. The student will compare and contrast steps in conducting research beginning with needs assessment extending through culmination and application of findings.
3. The student will differentiate between descriptive, comparative, correlational, experimental, quasi-experimental, single-subject, qualitative, quantitative, and other research methodologies as essential steps in being a consumer of research and its applications.
4. The student will review, assess, and utilize research as a tool in building effective graduate, professional, and program settings.
5. The student will produce a research-based document addressing issues and trends in effective educational programming for students enrolled in 21st century schools.
6. The student will demonstrate active communication, contribution, and collaboration in the graduate-level learning community.

<b>COURSE REQUIREMENTS</b>
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### **Instructional Methods/Activities/Assessments**

SpEd 595/Coun 595 includes a series of learning activities and assessments to assist enrolled students in achieving outcomes and objectives for this course. A variety of weekly readings from the textbook and required supplementary reading, research, classroom discussions, and exams provide the student with a multidimensional learning experience.

**Research** (*Student Learning Outcomes 1, 2, 3, 4, 5, and 6*)=100 points

Each student will develop a research document about one priority issue in 21st century schools. Sources for reports include, but may not be limited to, professional journals, *approved* internet sites, and selections from books other than the textbook. Each source cited in SpEd 595/Coun 595 is through APA Style. Total content review of research documents will be discussed orally by each enrolled student during scheduled class sessions. Steps in the research process will be provided prior to initiation of this assignment.

#### *Assessment Method*

Research is scored through the scoring rubric distributed in the first course session.

**Chapter Quizzes** (*Student Learning Outcomes 1, 2, 3, and 4*) 13 @ 5 points each=65 points

Thirteen (13) brief quizzes are completed in SpEd 595/Coun 595, each addressing one chapter in the textbook. Quizzes are accessed and completed through eCollege. Quizzes deactivate at midnight on the due date. Each quiz is timed. Although students may access the textbook and other materials during completion of quizzes, each quiz is completed independently.

#### *Assessment Method*

Quizzes require multiple choice, true-false responses.

**Collaborative Institutional Training Initiative (CITI) Modules** (Student Learning Outcomes 1, 2, 3, and 4)=35 points

Each enrolled student completes Social & Behavioral Research-Basic/Refresher in CITI. To access CITI, click <https://www.citiprogram.org>. Submit one (1) copy of Coursework Requirements Report, indicating completion of each module in Social & Behavioral Research-Basic/Refresher, on or before the due date. A minimum average of 80 on module quizzes must be scored to receive credit for completion of this Assignment. Although students may download each module and refer to it while completing each module quiz, each quiz is completed independently.

*Assessment Method*

Quizzes require multiple choice, true-false responses, as provided by CITI.

**Final Exam** (Student Learning Outcomes 1, 2, 3, and 4)=100 points

Final Exam focuses on Chapters 1-14 in the SpEd 595/Coun 595 textbook, including supplementary readings and assignments, discussions, and distributed information. Final Exam is closed book.

*Assessment Method*

Final Exam requires multiple choice, true-false responses. Students provide scantron cards.

**Grading**

	<b>Total Possible Points</b>
Research	100
Chapter Quizzes (13 @ 5 points each)	65
Collaborative Institutional Training Initiative (CITI) Modules (minimum <i>overall average</i> of 80 required)	35
Final Exam	100
<b>SpEd 595/Coun 595</b>	<b>300</b>

<b>Total Points Scored</b>	<b>SpEd 595/Coun 595 Semester Grade</b>
270-300	A
240-269	B
210-239	C
180-209	D
179-below	F

**TECHNOLOGY REQUIREMENTS**

SpEd 595/Coun 595 requires the following technologies:

- Internet
- Email
- Word Processor

**COMMUNICATION AND SUPPORT**

**Out-of-Class Interaction with Instructor/Interaction between Students**

- Email may be initiated student to student and Instructor to student/student to Instructor. Email communication initiated by the Instructor is through TAMU-C student email addresses. *Responses from the Instructor to student-initiated emails occur Monday, Wednesday, Friday 8:00 a.m.-5:00 p.m. and Tuesday, Thursday 8:00 a.m.-12:00 noon.*

## University Student Technical Support

Click <http://www.tamuc.edu/CampusLife/CampusServices/CITESupportCenter/default.aspx> for Center for Instructional Technology Excellence.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism nor other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and communicating them as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials. For additional information about plagiarism click the following:

[www.plagiarism.org](http://www.plagiarism.org),  
[www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)  
<http://writingcenter.unc.edu/handouts/plagiarism>

#### Examination Policy

Chapter quizzes are open book format through eCollege. Quizzes are due at or before midnight on the date posted in Syllabus.

Final Exam is closed book. Exam is distributed and due during Session 16. Students provide scantron cards.

#### Attendance Policy

Attendance expectations adhere to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

#### Assignment Policy

Research and CITI documentation are due prior to the closing of the corresponding designated session, as included in Syllabus. Refer to *Course Outline/Calendar* for due dates.

#### Course Drop

A student may drop a course by logging into their myLEO account and clicking *Drop A Class*.

#### Incomplete Grade

Incomplete grade policy adheres to information in *Grades-Their Meaning and Value* included in Graduate Catalog, Texas A&M University-Commerce.

#### Administrative Withdrawal

Administrative withdrawal of a student as a result of excessive absences adheres to information in *Class Attendance Rule* included in Graduate Catalog, Texas A&M University-Commerce.

#### 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 regulations, this legislation requires 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 the following:

Office of Student Disability Resources & Services  
Texas A&M University-Commerce  
Halladay Student Services Building, Room 303 A/D  
Phone 903-886-5150 or 903-886-5835  
Fax 903-468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
[Student Disability Resources & Services](#)

## 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 Guidebook* at <http://www.tamuc.edu/CampusLife/documents/studentGuidebook.pdf>).

Procedure 34.05.99.R1 prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff, and chewing tobacco inside and adjacent to any building owned, leased, or operated by TAMU-C.

TAMU-C will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## COURSE OUTLINE/CALENDAR

### 1/22/15 SESSION 1

Syllabus/Schedule, Research, Collaborative Institutional Training Initiative (CITI), APA Style

### 1/29/15 SESSION 2

Chapter 1-*Introduction to Research in Education*

Chapter 1 Quiz (Due 2/4/15)

Introduction/Priority Issue Selection: Research

### 2/5/15 SESSION 3

Chapter 3-*Locating and Reviewing Related Literature*

Chapter 3 Quiz (Due 2/11/15)

Introduction: Research

### 2/12/15 SESSION 4

Chapter 2-*Research Problems, Variables, Questions, and Hypothesis*

Chapter 2 Quiz (Due 2/18/15)

Introduction: Research

### 2/19/15 SESSION 5

Chapter 4-*Participants and Sampling*

Chapter 4 Quiz (Due 2/25/15)

Method: Research

### 2/26/15 SESSION 6

Chapter 5-*Foundations of Educational Measurement*

Chapter 5 Quiz (Due 3/4/15)

Method: Research

### 3/5/15 SESSION 7

Chapter 6-*Data Collection Techniques*

Chapter 6 Quiz (Due 3/11/15)

Method: Research

### 3/12/15 SESSION 8

Chapter 7-*Nonexperimental Quantitative Research Designs*

Chapter 7 Quiz (Due 3/25/15)

Results: Research

**3/19/15 SPRING BREAK**

**3/26/15 SESSION 9**

Chapter 8-Experimental Research Designs  
Chapter 8 Quiz (Due 4/1/15)  
Results: Research

**4/2/15 SESSION 10**

Chapter 9-Understanding Statistical Inferences  
Chapter 9 Quiz (Due 4/8/15)  
Results: Research

**4/9/15 SESSION 11**

Chapter 10-Qualitative Research Designs, Data Collection, and Analysis  
Chapter 10 Quiz (Due 4/15/15)  
Discussion: Research

**4/16/15 SESSION 12**

Chapter 11-Mixed-Method Designs  
Chapter 11 Quiz (Due 4/22/15)  
Discussion: Research

**4/23/15 SESSION 13**

Chapter 12-Action Research  
Chapter 12 Quiz (Due 4/29/15)  
Discussion: Research

**4/30/15 SESSION 14**

Chapter 13-Discussion and Conclusions  
Chapter 13 Quiz (Due 5/6/15)  
Research Due

**5/7/15 SESSION 15**

Chapter 14-The Intelligent Consumer: Putting It All Together  
Round Table Discussion: Research  
Coursework Requirements Report (CITI) Due

**5/14/15 SESSION 16**

**FINAL EXAM**