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
University Email Address: Patricia.Parrish@tamuc.edu
University Telephone: 903-886-5940

COURSE INFORMATION

Textbook & Required Supplementary Reading

Textbook—Required:

Supplementary Reading—Required

OR

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.

COURSE REQUIREMENTS

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](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**

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<tr>
<th><strong>Total Possible Points</strong></th>
<th><strong>Total Points Scored</strong></th>
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<tbody>
<tr>
<td>Research</td>
<td>100</td>
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<tr>
<td>Chapter Quizzes (13 @ 5 points each)</td>
<td>65</td>
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<tr>
<td>Collaborative Institutional Training Initiative (CITI) Modules (minimum overall average of 80 required)</td>
<td>35</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<td>SpEd 595/Coun 595</td>
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<tr>
<th><strong>SpEd 595/Coun 595 Semester Grade</strong></th>
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<td>240-269</td>
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<td>180-209</td>
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**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.*
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
- 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 CTI 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
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
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Chapter Title</th>
<th>Activity Details</th>
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<tbody>
<tr>
<td>3/19/15</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/26/15</td>
<td>SESSION 9</td>
<td>Chapter 8-Experimental Research Designs</td>
<td>Chapter 8 Quiz (Due 4/1/15)</td>
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<td>Results: Research</td>
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<td>4/2/15</td>
<td>SESSION 10</td>
<td>Chapter 9-Understanding Statistical Inferences</td>
<td>Chapter 9 Quiz (Due 4/8/15)</td>
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<td>4/9/15</td>
<td>SESSION 11</td>
<td>Chapter 10-Qualitative Research Designs, Data Collection, and Analysis</td>
<td>Chapter 10 Quiz (Due 4/15/15)</td>
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<td>Discussion: Research</td>
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<td>Chapter 11-Mixed-Method Designs</td>
<td>Chapter 11 Quiz (Due 4/22/15)</td>
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<td>Chapter 12-Action Research</td>
<td>Chapter 12 Quiz (Due 4/29/15)</td>
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<td>4/30/15</td>
<td>SESSION 14</td>
<td>Chapter 13-Discussion and Conclusions</td>
<td>Chapter 13 Quiz (Due 5/6/15)</td>
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<td>SESSION 15</td>
<td>Chapter 14-The Intelligent Consumer: Putting It All Together</td>
<td>Round Table Discussion: Research</td>
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<td>Coursework Requirements Report (CITI) Due</td>
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<td>5/14/15</td>
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<td>FINAL EXAM</td>
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