

Course Syllabus
 Department of Educational Psychology and Special Services
 College of Education, University of Texas at El Paso



I.	Course Number	SPED 5378
II.	Title	Research and Applications in Special Education
III.	Credits	3 credit hours
IV.	Semester	Fall 2019
V.	Instructor	Kristopher Yeager, Ph.D.
VI.	Office/Phone/Email	Education Building, 704 (915)747-7583 khyeager@utep.edu
VII.	Class Location and Time	Education Building, 108 Saturdays 1:00 pm – 3:50 pm August 31 st , 2019- December 7 th , 2019
VIII.	Office Hours	Mondays and Wednesdays 3:00 pm – 5:00 pm By appointment
IX.	Prerequisites	Departmental approval is required. Contact graduate advisor.
X.	Course Description	Designed as a capstone course, this course will require students to conduct research and develop a project relevant to their local community or school with regard to the education of students with special needs. The research project should be suitable for distribution in the schools.
XI.	Course Outcomes	<ol style="list-style-type: none"> 1. Students will identify relevant and critical needs for special education teachers, students with disabilities, and/or families and schools. 2. Students will analyze current literature on evidence-based practices and interventions related to their research topic. 3. Students will create and implement a well-designed research study, including consideration of research questions, well-defined variables, methodology, reliability, validity, and fidelity. 4. Students will analyze and interpret data, evaluating the effectiveness of the intervention, potential limitations, and connections to previous literature. 5. Students will write an APA style paper, design a professional presentation, and discuss findings with a panel of experts.
XIII	Council for Exceptional Children (CEC)	Standard I.0: Special education specialists use valid and reliable assessment practices to minimize bias.

	Advanced Preparation Standards	<p>Standard 2.0: Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p> <p>Standard 3.0: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <p>Standard 4.0: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p> <p>4.1 Special education specialists evaluate research and inquiry to identify effective practices.</p> <p>4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families</p> <p>4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry</p> <p>Standard 5.0: Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.</p>
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XIV. Materials

Suggested Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

XV. Assignments

The purpose of this course is to apply knowledge in special education to design and implement a capstone research study. Students must identify a relevant research topic, implement an intervention in a special education classroom setting, collect data and analyze results, and present findings in a paper and professional presentation to be graded (pass/fail) by faculty in the College of Education.

Research Portfolio (25 points)

Students must submit a portfolio with all materials used during the research study. This includes but is not limited to intervention materials, student work, assessments, observation forms, reliability/fidelity checklists, data tables, graphs, and statistical results.

Research Paper (25 points)

Students must submit a 10-15-page paper on their research project and findings. The paper must be formatted (12 pt. font, double spaced, Times New Roman, 1-inch margins) and organized (Cover Page, Abstract, Leveled Headings, Tables, References) using APA style.

Research Presentation to Faculty (50 points)

Students will present their research project to faculty from the College of Education. One hour is allocated for each student to present their research study, discuss the research, and answer questions from faculty. Student presentations must be 20 minutes. Then, faculty will ask questions for about 20 minutes. During the remaining time, the faculty will deliberate and vote whether to pass or fail the project.

XVI. Grade Scale

Points	Grade
70-100	Pass
0-69	Fail

XVII. Policies and Supports

Academic Honesty: Academic honesty is necessary to receive the full benefit of this course. Plagiarism includes attempting to pass over someone else's words as your own (i.e., copying) or passing over someone's ideas as your own without proper reference or citation. Any instance of academic dishonesty will be reported to the Dean of Students with a recommendation that the student be dismissed from the graduate program.

Attendance: In-person attendance is important as this class will rely on collaboration and feedback. Therefore, class attendance is mandatory. More than one absence will result in the lowering of the student's final grade by 10 points. If you are to miss class, you must email the instructor (khyeager@utep.edu) before the start of class. Official documentation is required for any prolonged absence for any reason.

Center for Accommodations and Support Services: For accommodations or support services, contact the Center for Accommodations and Support Services at (915)747-5148. They are located in the Union East, Room 106. For more information, visit their website at www.utep.edu/student-affairs/cass/

Technology: If possible, bring a laptop, tablet, or smart phone to class. We will do a variety of in class activities that require access to the internet. However, please refrain from personal communication during class (i.e., texting) and doing activities unrelated to the course. Make sure to silence devices before class.

Tutoring/Writing Center: For tutoring or support with writing, contact uwctutors@utep.edu or call (915)747-5112. They are located in the library, Room 227. For more information or to schedule an appointment visit their website www.utep.edu/uwc

XVIII. Course Schedule (Subject to change)

Date	Topic	Readings/Material (review before class on the assigned date)	Assignments
Part I. Literature Review and Methods			
08/31/19	Introduction, Norms, & Syllabus		Discuss Research Interests and Determine Research Topic.
09/7/19	Research Question/ Methods	Quality Indicator Checklist: Group Experimental or Single Case	Present Research Question and Discuss Methods.
09/14/19	Literature Review		Submit annotated reference list.
Part II. Research Implementation/Data Collection			
09/21/19	Implementation/ Data Collection		Intervention Procedures Due
09/28/19	Implementation/ Data Collection		Measures Description Due
10/5/19	Fidelity and Reliability	TBA (Individualized to research method)	Participants/Setting Table Due
10/12/19	Implementation/ Data Collection		Pre- Test/Baseline Graph or Table Due
10/19/19	Implementation/ Data Collection		Updated Progress/Data Due
10/26/19	Implementation/ Data Collection		Updated Progress/Data Due
11/2/19	Data Analysis	TBA (Individualized to research method)	Updated Progress/Data Due
11/9/19	Implementation/ Data Collection		Fidelity, Reliability, and Social Validity Tables Due
Part III. Data Analysis and Reporting			
11/16/19	Implications and Limitations	TBA (Individualized to research method)	Graphs/Data Table Due
11/23/19	Professional Presentation		Final Portfolio, Practice Presentation in Class
11/30/19	No Class-Holiday		
TBA (12/2-12/6)	Final Capstone Presentation		Final Paper and Presentation to Faculty

SPED 5378 CAPSTONE PRESENTATION EVALUATION

EVALUATION ITEM	POINTS
1. Review of Literature (10 possible points) (up to date references, link to research)	_____
2. Research Question (5 possible points) (clarity, match to research)	_____
3. Identification of Variables (5 possible points) (dependent and independent variables)	_____
4. Methodology (20 possible points) (clarity of subject, setting, research procedures)	_____
5. Inter rater score or permanent product (5 possible points)	_____
6. Results (15 possible points) (clarity, visual representation of data)	_____
7. Discussion (15 possible points) (link to results, relates discussion to results, future implications, ties to lit review)	_____
8. Limitations of study (5 possible points)	_____
9. Ability to discuss research and answer questions (20 possible points)	_____

Name of Student: _____ **Total** _____