



THE UNIVERSITY OF TEXAS AT EL PASO

College of Education  
Educational Psychology and Special Services

**EDPC 5310: Applied Research Design for Educators  
(Special Education and Educational Diagnostician majors)**

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Required Text: Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2014). *How to Design and Evaluate Research in Education* (9<sup>th</sup> ed.). New York: McGraw-Hill.

Recommended Text: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

Required Supplemental Readings: Research articles to be assigned (TBA)

**Course Overview**

This course introduces students to research methods used in educational and community settings that serve diverse populations. Emphasis will be placed on understanding the nature of research, the research process, and various quantitative and qualitative research methodologies so that students can read, use and design research to address educational and community problems and program needs.

**Course Objectives**

1. Understand the importance of research in advancing the special education profession, including its use to inform evidence-based practice
2. Identify and describe special education-related educational problems
3. Formulate educational research questions
4. Understand the steps of planning and conducting an educational research study
5. Conduct a brief literature review in order to identify and review credible sources informing an educational problem
6. Understand and identify the types and roles of variables, hypotheses, and sampling procedures in educational research

7. Understand qualitative, quantitative and mixed research methods and designs and when they are used
8. Understand basic statistical methods used in educational research
9. Interpret basic statistical data and results in educational research
10. Understand ethical issues and practices in conducting, interpreting, and reporting results of research in counseling
11. Explain the importance of validity, reliability, and scales of measurement in reading and conducting educational research

Because this is a graduate course of study leading to an advanced academic degree, I have high expectations for you. Likewise, you should have high expectations for me. Our behavior in the class reflects our professional attitudes about education as a profession. This class will be taught in a hybrid format, so these expectations include behavior both in class and online.

I expect the following of students:

- Time management: This is a time-intensive and content-intensive class. The rule of thumb for studying in graduate courses is approximately three (3) hours for every credit hour taken. This is a standard figure recommended for graduate school by American universities. This means that for every hour we meet on campus, you should expect to devote up to 3 hours out of class to written assignments and preparing for class. You may not always need to devote this amount of time but you should be prepared to do so if necessary to be successful in this class.
- Regular attendance at on-campus classes. Much of our learning will be done in the interactive, collaborative setting of the class. If someone is not here, it affects the learning of everyone in the class. If you must miss class due to professional reasons, please provide documentation ahead of time. If you know ahead of time that you must miss more than one class due to professional or personal reasons, you should plan to take the class in a subsequent semester. If you must miss class due to unexpected emergencies, please notify the instructor with documentation as soon as possible.
- Careful preparation for class. Because our time together is limited, it is essential that you come to class prepared. This means that you should read and reflect on assigned materials before class in order to be thoroughly prepared to discuss them. Again, if someone is not prepared, it affects the learning of everyone in the class. You will be required to complete practice quizzes on assigned chapters by the evening before we meet in class. Details on requirements are provided in the course timeline and course modules.
- Bring textbook and research articles to every class. In-class activities require having these available in order to actively participate; therefore they are a part of attendance and participation. *If you are unable to print or download assigned articles to a hand-held device, please notify the instructor in advance and I will make a copy available.*

- Active participation in face-to-face and online activities based on thorough preparation, thoughtful contributions, and respectful support of your colleagues' learning.
- Make regular use of the Blackboard site for this class as it will be our primary means of communication outside of class, and for learning when we are online. You should plan to check Blackboard several times weekly for announcements and Blackboard emails.
- On-time completion and submission of all assigned activities and assignments.
- Papers and quizzes will be submitted electronically through Blackboard before the due dates. Late papers will be penalized one letter grade for each day they are late, unless prior arrangements have been made with the instructor. Late practice quizzes will not receive credit unless prior arrangements have been made with the instructor. In order to make sure that you receive credit, it is strongly recommended that you do not wait until the last minute to submit papers and quizzes through Blackboard in case it goes down or you lose power unexpectedly. In the unlikely event that Blackboard is down when you are submitting a paper, you should send it to me as an attachment via UTEP email. However, you are still required to submit it through Blackboard when it becomes available.

Students should expect the following of me:

- Careful and thorough planning and preparation in support of your learning for classes and online activities.
- Feedback on assignments will usually be returned to you within one week of due date, barring unforeseen circumstances.
- Timely out-of-class communication, which will usually consist of Blackboard email correspondence since it is the most efficient and convenient method of communication. I will make every effort to respond to messages 2-4 times daily Monday through Friday and within 24 hours on weekends. I will also be available for office hours and for personal and phone conferences by appointment. Use UTEP email only if Blackboard is down.
- Modeling effective teaching practices and professionalism.

## **Course Requirements**

### **Attendance and Participation**

I expect each of you to make every effort to attend all class meetings and participate actively in learning activities. Attendance and participation include the following: arriving to class on time, staying for the entire class, reading assigned chapters in the textbook and research articles before coming to class, bringing textbook and research articles to class, on-time completion of practice quizzes over assigned chapters (see additional information below), and actively participating in learning activities. Lack of any of these elements of attendance and participation without making prior arrangements will constitute an unexcused absence. I acknowledge that your obligation to

this class will be superimposed on family and professional responsibilities. However, absence, lack of punctuality, or lack of preparation, does not excuse any of us from our obligations to our own learning and to the learning of others. Completion of this course constitutes partial fulfillment of the requirements for an advanced academic degree and professional certification. I expect that absence, late arrival, or early departure will be handled professionally. As a professional courtesy, the instructor should be contacted before class whenever possible.

Attendance, on-time submission of assigned practice quizzes, active participation, and completion of in-class activities will be credited 5 points per class.

### **Practice Quizzes**

For most chapters in the textbook, there will be one to three practice quizzes on Blackboard. You will not be graded based on your scores on these quizzes, but on-time completion of the quizzes will earn points toward your participation points for each Monday class. For the chapters that have more than two practice quizzes, you will only be required to complete two per chapter to receive your participation points. You will see your scores on these quizzes in your Blackboard grade center but they are not part of your calculated grade; completion of practice quizzes counts toward your participation points. These quizzes will help you check your comprehension for our mid-term and final exams and they will help you practice for comprehensive exams and professional licensing exams.

### **Learning Modules**

For most of the chapters in the textbook, I have prepared learning modules to facilitate your learning. These modules include a summary of the most important topics in each chapter, offer examples of research concepts, and include YouTube videos to illustrate many of the important concepts. Although the modules do not include required assignments or quizzes, it is strongly recommended that you take advantage of these learning materials to help supplement your learning in the course. Please note that they do not replace reading the chapters which contain more detailed information.

### **Research Project (Parts 1, 2, and 3)**

Because this course fulfills requirements leading to a professional degree in special or early childhood education or educational diagnostician, the written assignments are designed to give you authentic experiences in planning major phases of reading and designing educational research. They are sequenced to walk you through important steps of the research process to design a research study on an educational problem of interest to you. Each assignment is worth 40 points and will be graded using rubrics that spell out point values for each component of the assignment. In order to be as authentic as possible, you will have the option to complete these individually or in groups of up to four members, since research is nearly always, but not necessarily, a collaborative enterprise. Parts 1 and 2 can be revised based on my feedback to earn back points.

## **Exams**

In addition to written assignments, there will be two open book online exams worth 40 points each. These exams are designed to assess your ability to understand and apply important research concepts and to help you prepare for professional exams. In addition to the exams, you will complete four selected modules from the CITI IRB training for ethics in research and protection of human subjects. There is one brief quiz for each IRB module, for a total of 20 points. Performance on the IRB quizzes will be documented by submitting a screen capture of the modules completed, including the quiz scores and your name. These IRB quizzes may be retaken to improve your score, but the documentation for completion must be submitted by the due date. It is recommended, therefore, that you complete this training early so that you may retake the quizzes if you choose.

**Following is a listing of the course requirements and point values:**

<b>Assignment</b>	<b>Points Possible</b>
Research Project Part 1	40
Research Project Part 2	40
Research Project Part 3	40
IRB training (documented with screen capture of module completion)	20
Exams (2 @ 40 points each)	80
<u>Participation/attendance/practice quizzes (15 weeks @ 5 points each)</u>	<u>75</u>
Total Points	295

## **Grading**

Grading rubrics will be provided for each required written assignment. Letter grades will be assigned using the following scale:

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60% to 69%
- F = 59% and below

## **Students with Disabilities**

The university is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all. If you require special accommodations, please provide documentation to the Center for Accommodations and Support Services (CASS).

**UTEP Policy on Academic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.