

***\*Note: This document and other class related materials are available at <https://blackboard.wku.edu>.***

**Course Description:** As delineated in the WKU catalog. WKU GR Catalog Link: <http://catalog.wku.edu/graduate/>

This course enables students to become more skillful in reading interpreting, and conducting research with children with disabilities, parents, and teachers – an independent research proposal project is required.

(3 hours). **Prerequisites:** None required. **Learning Outcomes:** Upon completing this course, students will be able to:

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## **SPED 534 Seminar: Research in Exceptional C 2019 Syllabus**

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Professor: Dr. Nedra Atwell Western Kentucky Un  
College of Education and Behavioral Sciences 190  
Boulevard #71030 Bowling Green, Kentucky 42101

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E-mail: Nedra.atwell@wku.edu	Phone: 270-
Class Location: Online	
Professor's Office Hours: By appointment. I can be reached through Thursday by email.	

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1. Identify recent data based research within a particular aspect of special education.
  2. Develop the skills necessary to read and evaluate data based research that use both group and single subject designs.
  3. Propose in journal article format a data based research study focused on a personal topic of interest.
  4. Recognize and describe issues related to experimental validity.

### **Course Disposition(s) Statement**

- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving and seeks to keep abreast of new ideas and understandings in the field.
- The teacher respects students as individual with differing personal and family backgrounds and various skills, talents and interests.
- The teacher is sensitive to community and cultural norms.
- The teacher values the use of educational technology in the teaching and learning process.
- The teacher respects the privacy of students and confidentiality of information.
- The teacher is willing to consult with other adults regarding the education and well being of his/her students and to work with other professionals to improve the overall learning environment for

students.

- The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
- The teacher is a thoughtful and responsive listener.

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### **Textbooks and Required Materials:**

Leedy, P. & Ormond, J. (2005 or any edition that is newer). Practical research. Pearson. Upper Saddle River, NJ. ISBN 0-13-110895-6

### **Instructional Methods and Activities**

May include but is not limited to web supported sessions, group work, lab activities, presentations, observations, online discussions and exams

### **Special Instructional Materials**

Case Studies Technology Utilization Video  
Taping Interactive Video Web Support

## **Major Course Topics:**

The following topics are meant to guide reading and preparation for class. They are subject to change. All topics will begin with a national focus and include Kentucky specific information.

□ Educators as Researchers □ Research and the Scientific Method  
□ Types of Educational Research □ Sources of Data □ Proposing a Topic

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- Locating Published Research
- Interpreting Published Research
- Conducting Your Own Research
- Preparing A Research Report
- Ethnographic Research

- Descriptive research and Historical Research
- Correlational Research
- Action Research and Evaluation Research
- Experimental, Quasi-experimental, and Causal-comparative Research
- Statistical Concepts and procedures

**Description of Course Assignments:**

**EMAIL all assignments to Dr.**

**Atwell. Be sure to put the class and assignment in the subject line of**

**the EMAIL. Grading Procedures –**

The course grade will be calculated as follows: **Midterm and Final Exams**

Your midterm and final exams will be posted in Blackboard. You will be expected to sign and adhere to a professional honor code. Your midterm must be emailed to me by **February 19**. Your final must be emailed to me by **May 2**. Each exam

is worth **75 points. Research Question** Each student must complete a research project proposal during this class. Identifying and delineating the project by a careful development of the research question is vital. Chapter 3 in your text will be very helpful as you develop the question.

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You must submit and get approved your research question by **February 8**. This part of the assignment is **worth 50 points**.

### **Literature Review**

Each student must complete a literature review as part of his or her research project proposal. Chapter 4 of your text will assist you with the development. This is a labor- intensive part of the process. Be sure to allow yourself enough time. You must submit the literature review by **March 1**. This part of the assignment is

worth **100 points**.

This will enable you fully develop your research proposal. You will need to include this in your final research proposal project write up.

### ***Individual Research Proposal Project***

Each individual student will examine their educational practice and identify one area they want to improve.

Individuals will research how to address the issue and propose a plan to conduct a classroom investigation.

To design the research proposal students will:

□ Develop a research question. □ Review related literature. □ Design and plan research methods.

□ Plan to conduct research.

□ Write a research proposal. In the process, students will:

□ Utilize technology to gather and disseminate information;



□ Articulate the social, political, legal and ethical issues related to the problem addressed in the paper;

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- Discuss the outcomes/benefits of the research;

- Prepare a properly formatted and technically correct research proposal. Your project will have the following components: □ Introduction ○ Statement of the problem. ○ Purpose of the study. ○ Research questions. □ Methods ○ Subjects. ○ Research design. ○ Procedures. □ Plan for Results Possible data collected. □ Summary ○ Implications of what you could discover. The paper will be graded using the following criteria:

- Ideas: Depth & relevance - 40 points

- Development: Clear direction and purpose -

30points

- Coherence: Transitions, logic, & unity-  
30points
- Variety: Originality & imagination-  
30points
- Research: Utilization of  
resources/references-50 points
- Conventions: Word usage, spelling,  
syntax/semantics,  
punctuation/capitalization -20  
points.
- PAPERS WILL ONLY BE ACCEPTED WHICH  
UTILIZE THE APA FORMAT Students  
must this to pass the class. **The  
paper is worth 230 points and is  
due April 25.**

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## **Discussion Boards**

Questions are posted on the discussion

board for all members of the class to respond. You should have at least three postings per each discussion board. You should begin a new thread and respond to at least two peers. Be sure to read your peers responses. You will find the questions and responses a lively and interesting part of this course. The date listed with each question is the last date the Discussion Board will be open for discussion. Discussion questions are posted for sessions and will close on **2/3, 2/28, 3/20 and 4/24**. All class members will be expected to prepare and participate fully. **This assignment is worth a total of 120 points.**

### **Grading and Evaluation**

The course grade will be calculated as follows:

Midterm Exam Final Exam On Line  
Discussions Individual Research Paper  
230 Points

Literature Review Research Question  
Total Points Possible

## *Grading Scale*

A = 585-650 points B = 520-584 points C = 455-519 points D = 390-454 points F = 389 and Below

100 Points 50 Points 650 Points

75 Points

75 Points 120 Points

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## **Course Grading and Evaluation:**

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<b>Assignment Name</b>	<b>Point Value</b>
Midterm	75
Final	75
Individual Research Proposal	230
Literature Review	100
Research Question	50

Discussion Boards	120
<b>TOTAL</b>	<b>650</b>

The following represents the grade equivalent for accumulated points: A = 585-650 points B = 520-584 points

C = 455-519 points D = 390-454 points F = 389 and Below

### **Attendance and Participation Policy:**

**Student Disability Services:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Total 600 Points

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Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student

Accessibility Resource Center.

**Statement of Diversity:** We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

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**Plagiarism:** To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious

offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

## **CLASS POLICIES**

Understand that this syllabus is an agreement between the professor and the students enrolled in the course. While the professor retains the right to alter course parameters (e.g., due dates) as she thinks necessary, her part of the agreement is to: (a) refrain from requiring any other work than those assignments outlined in

this syllabus, and (b) abide by the assignment point system and grading scale given herein. By remaining enrolled in this course, students indicate their agreement to: (a) abide by the following course policies, and (b) refrain from pleading or negotiating with the professor for the purpose of trying to alter or escape the consequences of any given policy.

In other words, since you do not want me to change the established rules in ways that might go against you, do not attempt to change the rules in ways that might favor you but go against maintaining the order and integrity of the course. In the event that any student deviates from the letter or intent of the policies given, the professor also

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reserves the right to impose any appropriate penalty upon the offending student (e.g., loss of points) that she sees fit.



1. LATE WORK In order to receive full point credit, assignments must be turned in on the specified due date. . Please do not procrastinate on assignments since you have the due dates well in advance. Your grade will be docked by 10% for each day an assignment is late. This is an effort to be fair to students who have their assignments at the proper time.

2. ASSIGNMENT GUIDELINES / GRADING CRITERIA Grading criteria for assignments will be based on the requirements as described in the printed guidelines for each assignment. Each requirement's point value will be weighted in accordance with its importance in meeting the main objective of the assignment, as stated in the guidelines. If students read assignment requirements and follow them carefully, they will make good grades. Students should make sure to ask any questions they might have regarding the guidelines for a particular assignment.

3. EXCUSES Due to potential abuses of

due dates and class participation requirements, excuses will not exempt students from the enforcement of late work and participation policies.

**4. SCHEDULED EXAMS/COMPETENCY CHECKS** Students must complete competency checks by the dates scheduled by the professor

## **5. PLAGIARISM**

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To represent ideas or interpretations taken from another source as one's own is plagiarism.

The academic work of students must be their own. Students must give the author(s) credit for any source material used. Taking content directly from a source without giving credit or using a passage after having changed a few words, even if the source is cited, is plagiarism (WKU Faculty Handbook, 16th ed., p. 59).

Using word-for-word content from a

source without indication a direct quote is also plagiarism, even if the source is cited. Such a breach of policy will result in a grade of zero on the assignment containing the plagiarized material and may result in a grade of “F” for the final course grade.

6. ACADEMIC DISHONESTY Examples of academic dishonesty include (but are not limited to) cheating on tests of knowledge and failure to complete independent assignments without the direct aid of another present or past class member. Such breaches of policy will result in a grade of zero on the test or assignment in question and may result in a grade of “F” for the final course grade.

## 7. TECHNOLOGY

MANAGEMENT Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is

working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers' equipment and software are

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installed and working properly in conjunction with student computers; (d) in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible

technology, hardware, and software are prerequisites to taking an online course. This includes PowerPoint software.

8. EMAIL COMMUNICATION Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate / disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary

proceedings, or take any other appropriate action he sees fit.

9. DISCUSSION BOARD POSTINGS When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated.

10. APA STYLE All papers submitted in this course will be typed and formatted according to the Publication Manual of the American Psychological Association (5th ed.). APA style will not be taught as a part of this course. Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may wish to consult the web for information on citing electronic references:

<http://www.apastyle.org/electref.html>

## 11. DUE DATES

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The dates listed in the syllabus are the dates by which the assignment must be received.

## 12. SUBMIT WORK

**EMAIL all assignments except the**

**Discussion Board to Dr. Atwell at nedra.atwell@wku.edu. Respond to the Discussion Board in that area of the course. List the course number and contents in the RE line of the email. Make sure you write your name on all products.**

13. CHECK EMAIL Check your WKU email at least three times a week.

14. FORMAT All papers must be typed, double-spaced and grammatically correct. Number all pages, except the title page.

15. EXTRA CREDIT Extra credit to improve grades will not be granted. Put your full efforts into completing the course requirements as presented. Work cannot be redone.

16. INCOMPLETES Students requesting an incomplete for any reason must contact the instructor to ask for an incomplete, which may or **may not** be granted, depending on the instructor's judgment regarding the circumstances of the student's request. According to the



Graduate Catalog, p.13, “A grade of ‘X’ (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. “An ‘X’ received by a student will automatically become an **“F”** unless removed within **twelve (12) weeks** of the next full term (summer

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excluded). The grade of ‘X’ will continue to appear as the initial grade on the student’s transcript, along with the revised grade.

**ADDITIONAL COURSE INFORMATION  
AND EXPERIENCE RELATED TO  
EDUCATION PREPARATION (EPSB  
Program Level Requirements)**

**Course Required P-12 Classroom  
Observation or Clinical Experiences:**

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<b>Total Number of Hours: NA</b>
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## **EPSB Required Candidate Experience Types - 3(3)**

(a) Engagement with diverse populations of students

1. Students from a minimum of two (2) different cultural groups of which the candidate would not be a member;

2. English language learners;

3. Students with disabilities; and

4. Students from the following grade levels:

☐ Elementary

☐ Middle School

☐ Secondary

(b) Observation in schools and related agencies, including:

1. Family Resource Centers; or 2. Youth Service Centers

(c) Student tutoring

(d) Interaction with families of students;

(e) Attendance at school board and school-based committee meetings;

## **Course Assignments and Experiences Related to: □ The Kentucky Academic Standards (KAS)**

(The discussion board experiences and some of the case studies ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards. In order to complete the assignments, the candidate must show a depth of knowledge.

## **□ The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

Candidates will be participating in research where the assessment information is used to develop the proposal.

## **Candidates Using the KAS Framework in Lesson Planning**

NA

## **□ Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

Candidates will develop proposals that provide evidence of candidate's abilities to create and use formative and summative assessments to guide research.

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(f) Participation in a school-based professional learning community; and

(g) Opportunities to assist teachers or other school professionals.

### **Course Assignments Serving as an Education Preparation Program “Key Assessment”:**

NA

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### **Key Assessment Areas**

1: Content Assessment

2: Other Assessment of Content Knowledge

3: Assessment of Professional Capabilities

4: Clinical Experiences Measure of Teaching

Proficiency
5: Measure of Candidate Assessment Proficiency
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)
8: Assessment of Literacy Outcomes
9: Dispositions

**Course Experiences and Assessments  
Addressing Learned Society (SPA)  
Standards:**

	1- Assessment	2. Designs/Pl Instruction 5. Assessment 7
	2- Curricular Content	2. Designs/Pl

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	Knowledge	Instru Reflec Devel
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	3- Programs, Services, and Outcomes	1. Co Desig Learn  10. L
	4- Research & Inquiry	3. Lea Instru
	5- Leadership and Polic	y3. Le Asses Leade
	6- Professional and Ethical Practice	3. Lea Asses Devel  10. L
	7- Collaboration	8. Co