

SPED 534 Research Methods in Exceptional Education
Spring 2022 Syllabus

Instructor	Office	Phone	Email
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Address: Western Kentucky University
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Bowling Green, KY 42101-1030

Required Texts:

Research in Special Education: Designs, Methods, and Applications (3rd Ed.) By Phillip D. Rumrill, Jr., Bryan G. Cook, Nathan A. Stevenson
Paper ISBN: 978-0-398-09316-7
eBook ISBN: 978-0-398-09317-4

This course requires the use of APA 7th edition. You may purchase the manual or use Purdue Owl.
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Additional shorter readings including peer reviewed journal articles and news media articles will also be required throughout the course. These are specified in the course schedule and can be found on our course's Blackboard page.

Primary Course Website: Blackboard

Graduate Catalog Description:

Reading, interpreting, and conducting research related to students with disabilities, parents, and teachers. An independent research project is required.

Course Objectives:

The learning outcomes and content are aligned with the standards for the Learned Society and can be found [here](#).

1. Identify recent data-based research within a particular aspect of special education.
2. Develop the skills necessary to critically 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 reliability and validity.

Course Meeting Times

This course includes both synchronous and asynchronous components. We will meet synchronously **every other Tuesday 5–6 pm** via Zoom. I strongly encourage you to attend these meetings live. I will record sessions and post them to Blackboard for those unable to attend. **Zoom class dates are: 1/18/22, 2/1/22, 2/15/22, 3/1/22, 3/22/22, and 4/5/22.**

Course Assignments, Projects, and Evaluation

The learning activities for this course are designed to serve three functions: (1) ensure students acquire the competencies required to meet course objectives; (2) reflect students' individual experiences, needs, skills, and interests; (3) prepare students to evaluate their own educational practices; and (4) prepare students to become critical consumers of educational research. Most assignments require considerable out-of-class time. *Start early and plan carefully.* Additional information on course assignments, including detailed rubrics, will be posted on Blackboard.

Assignment	% of grade
Intervention Evaluation	
Plan Part 1	15
Plan Part 2	15
Presentation	20
Single Case Design Application	15
Group Design Application	15
Perusall, quizzes, and discussion boards	15
Professionalism	5

Intervention Evaluation

The purpose of this assignment is to rigorously evaluate the effects of an educational practice on student behavior. You will design a study using single case experimental design and implement this study in your classroom. I will provide you with behavioral interventions to choose from, including Tier 1, Tier 2 (small group), and Tier 3 (individualized) interventions. The assignment is divided into three parts. Combined, this assignment is worth 50% of your final grade.

Plan Part 1: Describes your research questions and study purpose, participants, setting, materials, and response definitions and measurement.

Plan Part 2: Describes your experimental design, procedures for all experimental conditions, treatment fidelity, social validity, and plan for data analysis.

Presentation: You will record a presentation with slides describing your intervention evaluation. In addition to describing the methods from your plan, you will give a brief rationale for why you selected this intervention, describe the results, present graphs, interpret findings, and present major takeaways.

Application Activities

You will complete two application activities, each worth 15% of your final grade. One on a study using single case design and one on a study using group design. For each assignment, write approximately 1-2 single-spaced pages (follow APA formatting, except for spacing) on the assigned topic. Include a reference list on the final page. No separate title page is necessary. Although not required, students may prepare one or more summary tables to assist in analysis and reporting; these tables will not count towards suggested page requirements.

Perusall, Quizzes, and Discussion Boards

Selected readings and lectures will be posted in Perusall. Perusall is an online annotation platform to enhance reading comprehension and provide a forum for discussing course content. As you read or watch the lecture, you will be able to write and respond to other students' comments to actively engage with course material. You earn points for actively reading and for the quality of your comments. There may also be quizzes on course material throughout the semester. These quizzes will be open book and open note, but must be taken independently, without any help from other people. Finally, there will periodically be discussion board topics to respond to throughout the semester. These assignments are worth a combined 15% of your final grade.

Professionalism Policy

One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected during all class activities and when interacting with classmates and the professor at all times.

You will earn professionalism points based on your interactions with the professor and classmates. Points are earned by:

1. Attending class meetings live
2. Coming to class prepared
3. arrive to class on time and remaining in class the entire time
4. Participating in class discussions live and via online platforms (e.g., Perusall, discussion boards)
5. Treating classmates and the professor in a respectful manner in discussions, meetings, emails, and online platforms.
6. Completing assignments as required.
7. Communicating in a respectful manner across all platforms.

Points are deducted for any form of unprofessional behavior. Examples include being disrespectful, repeated failure to participate in discussions, or failure to meet classroom expectations (e.g., camera off during a Zoom meeting). I will not always notify you when I deduct professionalism points. You may ask me for your current professionalism points at any time during the semester.

All assignments are due at 11:59 pm on the date due (Sundays unless otherwise noted on Blackboard).

(See Blackboard calendar.)

Grading Scale

93 – 100% = A
86 – 92% = B
77 – 85% = C
76 – 69% = D
Below 68% = F

Class Time Management

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor

You are expected to check the course site and your email on a daily basis for class notifications/updates. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address - I send whole class emails through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed.

Allow the professor 24 hours to respond to your emails. Like you, there are days that I set aside for rest. Weekends are for work at my discretion. Make sure you do not wait until Saturday to ask me a question or you may not be able to reach me before the deadline. I will not be online most weekends.

Naming Files

Name all files last name_first initial_assignment name

Participation and Communication

When referring to classroom observations, 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. Please use "person-first" language. Person-first language means you always refer to a person first and the disability second. For example, a person with autism is correct –autistic student is incorrect. Points will be deducted for misuse of person-first language.

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 Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@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.

Reading Support

The **WKU Center for Literacy** is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help with reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at literacy.center@wku.edu to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

Writing Center Assistance

WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper through The Writing Center. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

The *WKU Glasgow START Center/Writing Center* will be offering writing tutoring sessions in synchronous online format as well as in person, by appointment only. More information on how to make appointments and what to expect from your appointment will continue to be posted at <https://www.wku.edu/startcenter/>.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

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.

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. [Read the full policy here.](#)

Sexual Misconduct/Assault Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

For further information and support you may choose to go to the Student Accessibility Resource Center: <https://www.wku.edu/sarc/>

COVID-19

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Audio/Video Recording Policy

Live class sessions will be audio or video recorded. The purpose of these recordings is for students in the course to watch or re-watch previous class sessions. These recordings are for educational use only and may only be viewed by students in the course. Students may not record class sessions without written instructor permission.

Standards Addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/Assessments
Standard 1. Learner Development: The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. (1c)	Intervention evaluation

Standard 2. Learning differences: The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (2a, 2b)	
Standard 3. Learning environments: The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation. (3a, 3e, 3f)	Intervention evaluation
Standard 4. Content knowledge: The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	
Standard 5. Application of content: The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Intervention evaluation Application assignments
Standard 6. Assessment: The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making. (6d)	Intervention evaluation
Standard 7. Planning for instruction: The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	
Standard 8. Instructional strategies: The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	
Standard 9. Professional learning and ethical practice: The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. (9b, 9c, 9d)	Intervention evaluation, Application assignments, Perusall and discussion boards
Standard 10. Leadership and collaboration: The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession. (10b, 10f, 10h, 10i)	

Course Assignments, Projects, and Evaluation:

Major Course Experiences	Course Objectives	KY Teacher Performance Standards
Intervention Evaluation	1, 2, 3, 4	1, 3, 5, 6, 9
Application Assignments	2, 4	5, 9
Perusall and discussion boards	1, 2	9

Student Learning Outcomes of Required Courses in Advanced Teacher Education:

Student Learning Outcomes	Demonstrate content knowledge of the academic discipline	Display the dispositions and skills of a professional educator	Evaluate data to inform instructional decisions	Integrate technology purposefully in instruction	Exhibit teaching competence in a clinical environment
EDU 502		✓			✓
EDU 503					
EDU 694			✓		
EDU 580	✓			✓	
EDU 560/TCHL 560		✓	✓		

	CAEP Key Assessment Area	Type or Form of Assessment	KTPS Alignment	Timing of Assessment
1	Candidate Knowledge (Content)	Curriculum Project- 580	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice	Middle
2	Professional Skills and Dispositions	Dispositions and Skills Evaluation- 502 (beginning) and 560 (end)	1- Learner development 2- Learning Differences 9- Professional Learning and Ethical Practice	Beginning, End
3	Data and Research driven decision making	Leadership Project- 560	9- Professional Learning and Ethical Practice 10- Leadership	End

4	Integration of Technology in the discipline	Curriculum Project- 580	2: Learning Differences 4: Content Knowledge 5- Application of Content 6: Assessment 7: Planning for Instruction 8: Instructional Strategies 9: Professional Learning and Ethical Practice	End
5	Clinical Practice (integrated practices of diversity)	Classroom Management and Peer Coaching Project- 502	1- Learner development 2- Learning Differences 3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice	Beginning