SPED 8704: Single Subject Research in Special Education

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time/Location</td>
<td>100% online (asynchronous) <strong>Course meets from 10/13 – 12/13</strong></td>
</tr>
<tr>
<td>Instructor</td>
<td>Dr. Jessica Bucholz</td>
</tr>
<tr>
<td>Office Location</td>
<td>228 Education Annex</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Tuesdays 9:30 – 3:30 and Wednesdays 9:30 – 2:30; Other times by appointment</td>
</tr>
<tr>
<td>Online Hours</td>
<td>none specifically scheduled; frequent availability</td>
</tr>
<tr>
<td>Telephone</td>
<td>Department Line: (678) 839-6559  <strong>Fax</strong> (678) 839-6162  Direct Line: (678) 839-6161</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:jbucholz@westga.edu">jbucholz@westga.edu</a></td>
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</tbody>
</table>

**Note:** Urls in this syllabus were checked and found to be functioning on 1/02/14.

**COURSE DESCRIPTION**

In depth exploration of single-subject research methods and their implications in special education.
**Additional Note:** This class is designed as part of a 3-course sequence to help students complete the EdS research project required for completion of this program. It integrates information on current issues, single subject design, and professional writing and research.

**COE Vision**

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC) are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

**APPROACHES TO INSTRUCTION**

These will include visual/audiovisual presentations and associated activities, readings and associated activities, discussion, accessing and investigating professional resources, and various individual and group activities designed to reinforce and enrich core content.

According to the scheduled meeting times, this course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Article Critiques</td>
<td>700 minutes</td>
</tr>
<tr>
<td>Class participation</td>
<td>700 minutes</td>
</tr>
<tr>
<td>Quizzes</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Research proposal</td>
<td>450 minutes</td>
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</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

This course is taught using CourseDen. Students must have internet access and complete browser compatibility. If you are using Internet Explorer and it’s slow or doesn’t interface well, try the Mozilla Firefox browser ([http://www.mozilla.com/en-US/](http://www.mozilla.com/en-US/)). Submit all documents in MS Word or PDF only! This is an asynchronous class. Online instruction is NOT easier, though it is more
accessible and flexible. You will read, write, review, research, and discuss selected research topics in special education. All assignments will be graded for correct grammar, spelling, punctuation, APA style, etc. **If you submit assignments that are difficult to read because of errors in sentence structure, grammar, punctuation, spelling, etc., that may be grounds for earning 0 points on the assignment, regardless of what is included on the rubric used for grading purposes.**

**COURSE OBJECTIVES**

Students will:

1. Identify basic elements and strategies of single subject research, including designs and analysis techniques (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
2. Identify an appropriate single subject research design based on their research question and goals; (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
3. Demonstrate knowledge of the pros and cons of different single subject research designs (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4]; Write a observable and measureable research questions [CEC standards: 3];
4. Demonstrate understanding of the IRB process and the importance of IRB approval and CITI training as it relates to ethical research practices (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3]

*CEC* refers to the seven Council for Exceptional Children Advanced Preparation Standards, which are available at [https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf](https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Elaborations.pdf)

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES**


**Required Instructional Resource:** Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

*This class does not have a key assessment (artifact) to be uploaded to Tk20.*

**Instructional Resources**

Supplemental handouts, sites, etc. posted on CourseDen.

http://www.docstyles.com/apacrib.htm

**Course References:**


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Assignments**

1. **Article Critiques** – Select articles from professional peer reviewed journals that involve single subject research designs related to the general topics in the course objectives. Your critique should follow APA style. Please note – “articles” that are found online (such as through Wikipedia) are not appropriate for this assignment and will result in no credit for the assignment. See CourseDen for specific guidelines and directions. **Not using an article involving application of the correct single subject research design (e.g. not submitting an article that used an ABAB design for article critique 1) is grounds for additional penalty, including receiving no credit for the assignment.**
   (Course Objective 1)

2. **Class Participation** – Students will review the information within each of the topics (selected issues and research methodology, including those related to the general topics in the course objectives), then contribute discussions or class activities on each specific topic. See CourseDen for specific guidelines and directions.
   (Course Objectives 1-4, depending in part on the issues/topics selected)

3. **Quizzes** – Students will complete quizzes related to the materials in CourseDen. See CourseDen for specific guidelines and directions.
   (Course Objectives 1 - 4)

4. **Research Project Proposal** – Students will prepare a document that includes a brief literature review (summary of approximately 10 articles) and methodology for their EdS Research Project. The methodology must reflect a single subject design. See CourseDen for specific guidelines and directions.
   (Course Objectives 1-4)

5. **CITI training** – Students will successfully complete components of CITI training required to go forward with applications for permission to study human subjects. Specific guidelines will be provided. **Correct sections must be completed at least at minimum competency level in order to pass the class**
   (Course Objective 4)
**Please do not submit Zipped Files to the Course Den drop box. You should only attach the Word or PDF file that you are submitting. If you submit a Zipped File it may be grounds for receiving zero points (no credit) for that assignment**

**Evaluation Procedures**

Students also are encouraged to take advantage of the SmartThinking online tutoring well in advance. Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. Any penalties for late submission will be included in grading rubrics/guidelines.

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Assessment tool</th>
<th># of points available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Critiques</td>
<td>rubric/checklist</td>
<td>10 points total (1 for class participation, 2@5 points each = 10 points)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>checklist</td>
<td>35 points total</td>
</tr>
<tr>
<td>Quizzes</td>
<td>variable</td>
<td>30 points total</td>
</tr>
<tr>
<td>Research Proposal Project</td>
<td>rubric</td>
<td>20 points</td>
</tr>
<tr>
<td>CITI training</td>
<td>online quizzes</td>
<td>5 points; Correct sections must be completed at least at minimum competency level in order to pass the class</td>
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</tbody>
</table>

**Grading**

A = 90-100 points plus required sections of CITI training completed at least at minimum competency level in order to pass the class

B = 80-89 points plus required sections of CITI training completed at least at minimum competency level in order to pass the class

C = 70-79 points plus required sections of CITI training completed at least at minimum competency level in order to pass the class

F = <70 points OR required sections of CITI training not completed or not passed at minimum competency level (no matter the number of points earned)

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

1. Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

2. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. See APA Manual and/or Guides for correct methods for citing other authors’ work. Plagiarism and/or other forms of academic
dishonesty are grounds for any and all of the following: no credit (0 points) on an assignment, no credit for the class, and/or being reported to the Vice-President of Academic Affairs.

3. **Attendance and Participation:** While there is no specific attendance policy, students who do not participate will not earn points toward their final grade. Also, realize that it is your responsibility to access and read course resources. Instructors are happy to answer questions, but the happiness factor diminishes if instructors discover that you are not making use of resources designed to provide information.

4. **Americans with Disabilities Act:** The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

5. Opportunities for extra credit will not be provided for this class. Work completed for another class is not acceptable for this class.

6. **Professional conduct:** Students are expected to treat each other and the instructors with respect, to utilize the resources available to them, and to communicate with instructors should a circumstance arise that could impact their success in this class.

7. **Student Email Policy:** The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG.

8. Work done outside of class must be correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation). The 6th edition of the Style Manual of the American Psychological Association will be considered the authoritative source related to mechanics. Points will be subtracted for inadequate work. While one space is required in references, you may use either one space or two spaces after ending punctuation for sentences in text (narratives). Assignments prepared outside of class should be word-processed unless otherwise indicated.

9. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

10. **Students are responsible for learning to use the CourseDen tools utilized in this class.** While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. There is access to tutorials and Distance Learning contact information on the Course Den login page. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at http://uwgonline.westga.edu/students.php) and to keep up with events that could impact your use of CourseDen.

11. Other UWG policies:
   a. **Equal Opportunity Statement:** No person shall, on the grounds of race, color, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, of otherwise be subjected to discrimination under any program or activity conducted by UWG.
b. **Affirmative Action Statement:** University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

CLASS OUTLINE (SCHEDULE) (there may be some adjustment as necessary)

Please note while this course does not meet face-to-face I’ve planned Tuesday as our meeting day*

*Drop/Add January*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment/Activity – check Course Den for due dates. All assignments/activities/discussions are due by 11:59 pm on the due date posted in Course Den</th>
</tr>
</thead>
</table>
| 1    | Module 1 | 10/14 – 10/20  
Introduction to Course Materials  
Introduction to Single Subject Research  
• All about me (Class participation discussion - see specific due date information in CourseDen)  
• Before, During, and After (Class Participation Discussion - see specific due date information in CourseDen)  
• Quiz on Horner et al., article (Due Monday 10/20 @ 11:59 pm) |
| 2    | Module 2 | 10/21-10/27  
Professional Writing  
Data collection  
Plagiarism  
• Job description and issues….Discussion (see specific due date information in CourseDen)  
• Plagiarism Lesson Activity (Due Monday 10/27 @ 11:59 pm)  
• Plagiarism Quiz (due Monday 10/27 @ 11:59 pm) |
| 3    | Module 3 | 10/28-11/3  
ABAB Designs  
• Article Critique 1 – for class participation (Due Thursday 10/30 @ 11:59 pm)  
• ABAB Replication Discussion (see specific due date information in CourseDen)  
• Operationally define your DV….Discussion (see specific due date information in CourseDen) |
| 4    | Module 4 | 11/4-11/10  
Multiple Baseline Designs  
• Multiple Baseline Replication Discussion (Due Monday 11/10 @ 11:59 pm)  
• Article Critique 2 (see CourseDen for due date information) |
| 5    | Module 5 | 11/11-11/17  
Alternating Treatments Designs  
• Alternating Treatments Replication Discussion (Due Monday 11/17 @ 11:59 pm)  
• Article Critique 3 (see CourseDen for due date information)  
• 3 possible interventions….Discussion (see specific due date information in CourseDen) |
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<th>Week</th>
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</table>
| 6 11/18-11/23* 11/23 is a Sunday | **Module 6** Changing Criterion Design | * Changing Criterion Replication Discussion (see specific due date information in CourseDen)* <br> * What design will you use?….Discussion (see specific due date information in CourseDen) *
| 11/24 – 12/1 | **Happy Thanksgiving**                     |                                                                                                                                    |
| 7 12/2-12/8  | **Module 7**                               | * Research Proposal Project (due 12/8 @ 11:59 pm)                                                                                   |
| 8 12/9-12/13* 12/13 is a Saturday | **Module 8** Ethical Research/CITI training | * Citi Training (due 12/13 @ 11:59 pm) <br> * Final Quiz (due 12/13 @ 11:59 pm)                                              |