RESEARCH SEMINAR
SPED 8784

Semester/Year     Fall 2014
Time/Location     Online
Instructor        Jessica L. Bucholz
Office Location   228 Education Annex
Office Hours      Tuesday 9:30 – 2:30
                  Wednesday 9:30 – 2:30
Online Hours      By appointment
Telephone         Direct Line: 678-839-6161
                  Department Line: 678-839-6567
                  Fax: 678-839-6162
Email             jbucholz@westga.edu
Online Support    CourseDen Home Page
                  https://westga.view.usg.edu/
                  CourseDen Help & Troubleshooting
                  http://www.westga.edu/~distance/webct1/help
                  UWG Distance Learning
                  http://distance.westga.edu/
                  UWG On-Line Connection
                  http://www.westga.edu/~online/
                  Distance Learning Library Services
                  http://westga.edu/~library/depts/offcampus/
                  Ingram Library Services
                  http://www.westga.edu/library/
                  University Bookstore
                  http://www.bookstore.westga.edu/

COURSE DESCRIPTION

A study of special education research design, reference sources, computer service, and the compilation of a review of literature on a specific topic.
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 (*Council for Exceptional Children*) 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

This class will draw upon independent readings, discussions with your course instructor, the collection and analysis of data, and the final written paper of your research project.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction 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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<tbody>
<tr>
<td>Conducting Research</td>
<td>500 minutes</td>
</tr>
<tr>
<td>Methodology Section of Paper</td>
<td>300 minutes</td>
</tr>
<tr>
<td>Research Question &amp; Literature Review</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Data &amp; Analysis</td>
<td>300 minutes</td>
</tr>
<tr>
<td>Writing and Compiling Final Project</td>
<td>500 minutes</td>
</tr>
<tr>
<td>Online Activities</td>
<td>225 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.

Final Program Assignment
*(This course is an independent project completed by the student. Each student will work independently on their individual research project and paper.)*

RESEARH PAPER: An appropriate research topic of relevant interest should have been previously approved by the instructor of your SPED 8783 course. This course will guide you in the implementation of research, analysis of the data and the final written report. In your SPED 8783 course you should have completed a thorough literature review.
COURSE OBJECTIVES

The student will:

1. identify the basic elements of research and group research design, including identification of an appropriate research question/hypothesis, distinguishing between reliability and validity, and identification of threats to internal validity, external validity, and reliability. (CEC Advanced Preparation Standard 4)

2. identify basic elements and strategies of single subject research, including designs and analysis techniques. (CEC Advanced Preparation Standard 4)

3. critically review research in specific areas of special education and report and critique results in oral and written form. (CEC Advanced Preparation Standard 4)

4. compile a research paper including statement of a problem, review of related literature, and a proposed research design and analysis. (CEC Advanced Preparation Standard 4)

LINKS TO PROFESSIONAL STANDARDS


TEXTS, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

Suggested Texts:

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

PLEASE NOTE THAT YOU WILL NOT RECEIVE A PASSING GRADE FOR THE COURSE IF YOUR FINAL CORRECTED RESEARCH PAPER IS NOT UPLOADED INTO TK20. YOU WILL BE GIVEN A GRADE OF “F” IF YOU DO NOT UPLOAD THE FINAL CORRECTED RESEARCH PAPER INTO TK20. YOU MUST HAVE APPROVAL FROM YOUR INSTRUCTOR PRIOR TO SUBMITTING YOUR FINAL PAPER INTO TK20.
References:


Periodicals and Databases
The following journals may be helpful for course assignments. Students are not limited to the
journals on this list and are encouraged to explore other publications:

Autism: The International Journal of Research and Practice
Behavior Modification
Behavior Research and Therapy
Behavioral Disorders (included in CCBD membership)
Career Development for Exceptional Individuals (included in DCDT membership)
Communication Disorders Quarterly (included in DCDD membership)
Education and Training in Autism and Developmental Disabilities (included in DADD membership)
Educational Evaluation and Policy Analysis (included in AERA membership)
Exceptional Children (included in CEC membership)
Focus on Autism and Other Developmental Disabilities (included in DADD membership)
Intellectual and Developmental Disabilities
Intervention in School and Clinic (included in CLD membership)
Gifted Child Quarterly (included in NAGC membership)
Journal for the Education of the Gifted (included in TAG membership)
Journal of Applied Behavior Analysis
Journal of Disability Policy Studies
Journal of Early Intervention (included in DEC membership)
Journal of Emotional and Behavioral Disorders
Journal of International Special Needs Education (included in DISES membership)
Journal of Learning Disabilities
Journal of Positive Behavior Interventions (included in APBS membership)
Journal of Special Education Leadership (included in CASE membership)
Journal of Special Education Technology (included in TAM membership)
Journal of Teacher Education (included in AACTE membership)
Learning Disabilities Research & Practice (included in DLD membership)
Learning Disability Quarterly (included in CLD membership)
Remedial and Special Education
Research and Practice for Persons with Severe Disabilities (included in TASH membership)
Roeper Review
Teacher Education and Special Education (included in TED membership)
Teaching Exceptional Children (included in CEC membership)
The Journal of Special Education (included in DR membership)
Topics in Early Childhood Special Education
Young Exceptional Children (included in DEC membership)

ASSIGNMENTS, EVALUATION PROCEDURES, and GRADING

Activities, Assignments, and Assessments
A sample APA paper can be found at the OWL Purdue Online Writing Lab at:
http://owl.english.purdue.edu/owl/resource/560/18/

The following assignments will all lead to the completion of the final research paper for this course:

1. Section 1 - Introduction, Research Question & Literature Review (Objectives 1, 3)
2. Section 2 Methodology and Results  
   (Objectives 3, 4)

3. Section 3 Discussion of results, conclusion & summary  
   (Objectives 1 – 4)

4. Section 4 – Final Corrections and Finalization of Final Project Research Paper  
   & Submit IRB End of Project Paperwork  
   (Objective 4)

(You may earn up to 100 points for the Final Research Project Paper)

**Grading**

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

A = 90 - 100 points  
B= 80 - 89 points  
C= 70 - 79 points  
F= 0 – 69 points

***SPECIAL NOTE – YOU MUST BE ADMITTED INTO THE EDUCATIONAL SPECIALIST PROGRAM IN SPECIAL EDUCATION, HAVE COMPLETED SPED 8783 RESEARCH PROJECT, AND HAVE AN APPROVED IRB WITH AN UWG IRB# TO BE ADMITTED TO THIS CLASS. ANY STUDENT THAT REMAINS IN THE CLASS THAT DOES NOT MEET THIS CRITERIA WILL AUTOMATICALLY RECEIVE A GRADE OF F FOR THE SEMESTER. F = below 70 points, academic dishonesty or NOT UPLOADING THE FINAL RESEARCH PROJECT PAPER INTO TK20.***

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

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.

**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.

**Disability:** 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. If you have any special learning needs, particularly (but not limited to) needs defined under the
Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** Opportunities for extra credit will not be provided for this class.

**Late Work:** Students are expected to submit assignments on time. Valid reasons for submitting work late must be approved by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in the syllabus, CourseDen D2L and the activity rubric. Assignments are due by 11:59 p.m. on the due date as listed in the syllabus and on CourseDen D2L. **Late assignments may have up to five (5) points deducted for each calendar day late** (see rubric for more information).

**Professional Conduct:** Students are expected to conduct themselves in a professional manner when completing assignments and interacting with classmates through the discussion board in CourseDen D2L.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. The student should also periodically check their CourseDen D2L email for correspondence. The Instructor will also communicate through CourseDen D2L email system.

**UWG Cares:** If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

**CLASS OUTLINE:**

**YOU WILL RECEIVE A GRADE OF “F” FOR THE COURSE IF YOU DO NOT SUBMIT YOUR PAPER INTO TK20 AFTER THE APPROVAL OF YOUR INSTRUCTOR.**

<table>
<thead>
<tr>
<th>MODULE</th>
<th>ACTIVITIES OR SECTIONS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>#1 8/25/14 – 9/22/14</td>
<td>Introduction, Research Question &amp; Literature Review</td>
<td>9/22/14 by 11:59 p.m.</td>
</tr>
<tr>
<td>#2 9/22/14 – 10/13/14</td>
<td>Methodology</td>
<td>10/13/14 by 11:59 p.m.</td>
</tr>
<tr>
<td>#3</td>
<td>Reporting Results</td>
<td>11/3/14 by 11:59 p.m.</td>
</tr>
<tr>
<td>Start Date</td>
<td>End Date</td>
<td>Assignment Description</td>
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<tr>
<td>10/13/14</td>
<td>11/3/14</td>
<td>Discussion of results, conclusion &amp; summary</td>
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<tr>
<td>#4</td>
<td>11/3/14</td>
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<tr>
<td></td>
<td>11/17/14</td>
<td>Final Corrections and Finalization of Final Project Research Paper</td>
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<tr>
<td>TK20</td>
<td>12/1/14</td>
<td>Please upload your final paper to Tk20</td>
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