

Contact Information

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Office Hours

Hour before class & by appointment

SH 235

Course Description and Requisites

Advanced application of special education action research projects conducted in diverse educational settings.

Prerequisite(s): Department consent

Letter Graded

Classroom Protocols

This course is in-person with some class session designated for independent research and writing. This course has an extensive writing component, the bulk of which must be completed outside of class time. Students should have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive to class on time and to stay until class.

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device.

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 - 42\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45).

Course Goals

A4 Ethical Professionals – Qualities of ethical professionals

A5 Change Agent – Qualities of change agents

C1 Scientific Inquiry – Engagement in scientific inquiry

C2 Critical Skills - Critical skills as consumers & investigators of research

Course Learning Outcomes (CLOs)

1. APA 7th Edition standards when completing research project, including double spacing, Times New Roman font 12, one-inch margins, etc.
 2. Review, critically analyze and synthesize research as a part of reflecting on one's teaching practice and commitment to equity and social justice in the classroom.
 3. Complete all contents of the research project successfully using MA project outline and scheduled due dates.
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methodology, sample of main results, implications for teacher practice, and key references.

See *Appendix A - MA Project Outline* for more complete descriptions of assignments

✓ Grading Information

Assignments	Points	Percentage
Title Page	5	5%
Abstract	10	10%
Table of Contents	10	10%
References and Appendices	10	10%
EDSE 285 - Final Revisions	15	15%
AR Project Paper	40	40%
Final Presentation	10	10%
Total Points	100	100%

In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. Late assignments will accrue a ½ point per day 24/7. If you have a medical or significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible, and if it's a medical issue I will need a doctor's note. If need be, we will figure out a doable timeline to get all your work successfully completed this semester.

Department Grading Policy:

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to pass the final MA course EDSE 220. An "Incomplete" is only given when 80% or more of the work has been completed on time.

Grade	Points
A	95 - 100
A-	89 - 94
B+	83 - 88
B	77 - 82
Not Passing	< 76

5 In-Person	2/28	Individual Meetings all week - Discuss method, data collection and analysis APA Review	Due: Final - Introduction Due: Final - Conceptual Framework Due: Final - Literature Review Due: Final - Methodology - Part 1 (Context) & 2 (Inquiry Design)
6 Asynchronous	3/6	Work on Methodology and Findings	
7 In-Person	3/13	Lecture - Conclusions, Implications, Future Research APA Review	Read: Sagor & Williams, Ch. 9
8 Asynchronous	3/20	Work on Conclusions and Implications	Due: Draft - Methodology - Part 3 (Data Collection) & Part 4 (Data Analysis) Due: Draft - Findings - Part 1 (Findings) and Part 2 (Limitations), include Tables or Figures
9 In-Person	3/27	Lecture - Abstract Practice - Abstract write-up	Due: Draft - Conclusions and Implications - Part 1 (Conclusions and Implications) & part 2 (Future Research) Read: APA pages 73-74
10	4/3	Spring Break	
11 In-Person	4/10	Lecture - Preparation/Outline of AR Presentation - Celebration of Learning Event Peer Review - Abstract	Due: Draft - Abstract Due: Final - Methodology - Part 3 (Data Collection) & Part 4 (Data Analysis) Due: Final - Findings - Part 1 (Findings) and Part 2 (Limitations), include Tables or Figures Due: Final - Title Page Due: Final - References

12 Asynchronous	4/17	Compile all 10 elements for draft of AR Project Paper (meet with instructor to go over draft if needed) Prepare AR Presentation	Due: Final - Abstract Due: Final - Table of Contents Due: Final - Conclusions and Implications - Part 1 (Conclusions and Implications) & part 2 (Future Research)
13 In-Person	4/24	Practice AR Presentation with classmates	Due: Draft - AR Presentation to class for peer review and edits Due: Draft - AR Project Paper with revisions (complete with all 10 required elements from AR Project Outline)
14 Asynchronous	5/1	Work on AR Project Paper	Sign-up for individual appts. with instructor next week
15 In-Person	5/8	Individual Meetings all week - Discuss AR Project Paper	
	5/10	LCOE Celebration of Learning Event	Due: AR Presentation
Finals Week No Class			Due: Final - AR Project Paper