

“Preparing Professionals for Changing Educational Contexts”

**ESP 782r Syllabus**

Department of Educational and Clinical Studies  
College of Education, University of Nevada Las Vegas

<b>I.</b>	<b>Prefix &amp; Number</b>	ESP 782r
<b>II.</b>	<b>Title</b>	Professional Seminar in Special Education
<b>III.</b>	<b>Credits</b>	3 credit hours
<b>IV.</b>	<b>Semester</b>	
<b>V.</b>	<b>Instructor</b>	
<b>VI.</b>	<b>Office/Phone/Email</b>	
<b>VII.</b>	<b>Class Location</b>	
<b>VIII.</b>	<b>Office Hours</b>	
<b>IX.</b>	<b>Prerequisites</b>	Doctoral Status or Consent of Instructor
<b>X.</b>	<b>Course Description</b>	The purpose of this seminar is to introduce students to the higher education academy and related doctoral level work. Specifically, students will conduct professional literature searches related to their identified research goals, internalize APA writing style, and write a review of literature related to their primary research interest area. It is anticipated that this will serve as the foundation for a programmatic research agenda throughout doctoral studies. A variety of resources related to scholarly productivity and the conduct of research will be introduced.
<b>XI.</b>	<b>Standards Addressed: Council for Exceptional Children Advanced Preparation Standards Addressed in this Course</b>	<p><b>CEC 3.0:</b> Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p> <p><b>CEC 4.0:</b> Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</p> <p><b>CEC 5.0:</b> Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.</p> <p><b>CEC 6.0:</b> Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. <sup>[1]</sup><sub>SEP</sub></p>

Upon completion of this course, students will have a better understanding of doctoral study and specific expectations related to (a) conducting literature searches, (b) using APA writing style and standard English writing mechanics, (c) writing a comprehensive review of literature, (d) preparing for research

implementation, and (e) using tools to increase productivity (e.g., RefWorks, Excel, PowerPoint). **XII. Knowledge Objectives and Related Standards**

**Upon completion of this course students will be able to meet the following objectives:**

<b>Objective: 4.0</b>	
<b>Standards:</b> Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	
	4.1: Special education specialists evaluate research and inquiry to identify effective practices.
	4.2: Special education specialists use knowledge of the profession literature to improve practices with individuals with exceptionalities and their families.
	4.3: Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

<b>Objective: 5.0</b>	
<b>Standards:</b> Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.	
	5.1: Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
	5.2 Special education specialists support and use linguistically and culturally responsive practices.

<b>Objective: 6.0</b>	
<b>Standards:</b> Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities. <sup>[[1]]</sup> <sub>SEP</sub>	
	6.3: Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. <sup>[[1]]</sup> <sub>SEP</sub>
	6.4: Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise. <sup>[[1]]</sup> <sub>SEP</sub>

6.7: Special education specialists actively promote the advancement of the profession. <sup>(SEP)</sup>
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**Objective: 7.0**

**Standards:** Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

7.1: Special education specialists use culturally responsive practices to enhance collaboration.

7.3: Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

**XIII. RESULTS**

<b>Course Objectives</b>	<b>Related CEC Standards</b>	<b>Measurement/Evaluation</b>
Special education specialists conduct, evaluate, and use inquiry to guide professional practice.	4.0 (4.1, 4.2, and 4.3)	Literature Review CITI Program Training
Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.	5.0 (5.1 and 5.2)	AAUP readings and questions
Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional	6.0 (6.3, 6.4, and 6.7)	Literature Review Literature Review Presentation CITI Program

colleagues and individuals with exceptionalities. [SEP]		
Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.	7.0 (7.1, and 7.3)	Poster Bulletin Board In-class activities

#### XIV. COURSE RESOURCES

##### **Required Texts**

American Psychological Association. (2009). *Publication manual of the American psychological association (6<sup>th</sup> ed.)*. Washington, DC: APA.

American Psychological Association. (2009). *Mastering APA style: Student's workbook and training guide (6<sup>th</sup> ed.)*. Washington, DC: APA.

Pan, M. L. (2013). *Preparing literature reviews: Qualitative and quantitative approaches (4<sup>th</sup> ed.)*.

Strunk, W., & White, E. B. (1999). *Elements of style (4<sup>th</sup> ed.)*. London: Longman.

##### **Required Article Reading: See "read by" dates in Course Schedule (section XX)**

Bagaka, J. G., Badillo, N., Bransteter, I., & Ris Pinto, S. (2015). Exploring student success in a doctoral program: The power of mentorship and research engagement. *International Journal of Doctoral Studies*, 10, 323-342. Retrieved from <http://ijds.org/Volume10/IJDSv10p323-342Bagaka1713.pdf>  
**(Read by 9/13)**

Castro, V., Garcia, E. E., Cavazos, Jr., Javier, & Castro, A. Y. (2011). The road to doctoral success and beyond. *International Journal of Doctoral Studies*, 6, 51-76. Retrieved from <http://ijds.org/Volume6/IJDSv6p051-077Castro310.pdf> **(Read by 9/27)**

Coughlin, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: Quantitative research. *British Journal of Nursing*, 16(11), 658 – 663. I will provide this on WebCampus.

- Jairam, D., & Kahl, Jr., D. H. (2012). Navigating the doctoral experience: The role of social support in successful degree completion. *International Journal of Doctoral Studies*, 7, 311-328. Retrieved from <http://ijds.org/Volume7/IJDSv7p311-329Jairam0369.pdf> **(Read by 9/6)**
- Stoilescu, D., & McDougall, D. (2010). Starting to publish academic research as a doctoral student. *International Journal of Doctoral Studies*, 5, 79-91. Retrieved from <http://ijds.org/Volume5/IJDSv5p079-092Stoilescu299.pdf> **(Read by 9/20)**

## XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

### Supplemental Texts and Journal Articles

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Hawley, P. (2003). *Being bright is not enough: The unwritten rules of doctoral study* (2<sup>nd</sup>ed.). Springfield, IL: Charles C. Thomas Publisher.
- Hedges, L., & Rhoads, C. (2010). Statistical power analysis in education research (NCSE 2010-3006). Retrieved from <http://ies.ed.gov/ncser/>
- Horner, R. H., Carr, E. G., Halle, J., Mcgee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practices in special education. *Exceptional Children*, 71, 165-179.
- Karp, J. R. (2009). *How to survive your Ph.D.: The insider's guide to avoiding mistakes, choosing the right program, working with professors, and just how a person actually writes a 200-page paper*. Naperville, IL: Sourcebooks.
- Locke, L. F., Spriduso, W. W., & Silverman, S. J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5 ed.). Thousand Oaks, CA: Sage.
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.
- Pyrczak, F. (2008). *Evaluating research in academic journals: A practical guide to realistic evaluation* (4<sup>th</sup> ed.). Glendale, CA: Pyrczak Publishing.
- Thomson, P., & Walker, M. (Eds.). (2010). *The Routledge doctoral student's companion: Getting to grips with research in education and the social sciences*. New York, NY: Routledge.

### Suggested Internet Resources

1. IRBNet. (online). Innovative solutions for compliance and research management. Available at <https://www.irbnet.org/release/index.html>
2. CITI Program. (online). Collaborative Institutional Training Initiative. Available at <https://www.citiprogram.org/>
3. American Psychological Association. (online). APA style. Available at <http://www.apa.org/>
4. Lied Library. Available at <https://www.unlv.edu/maps/llb>
5. Purdue Owl. (online). Online writing lab. <https://owl.english.purdue.edu/owl/resource/641/1/>

### XVI. ASSIGNMENTS [ALL assignments are due on time. LATE assignments are not accepted and will be recorded as a zero (0)].

SEP

#### **Attendance: IS MANDATORY! See table below (no exceptions).**

1. **Design and assemble a bulletin board introducing the faculty and active research within the Department of Educational and Clinical Studies.** This assignment is a collaborative group activity and a long-standing tradition for students enrolled in ESP 782. The bulletin board content should highlight faculty accomplishments in some way (e.g., research projects, publications, grants, special projects, etc.). <sup>SEP</sup>**Requirement of course with no points attached. It must be up and completed by 9/27/16.**
2. **Abstracts & Critiques (50 points total).** Following instructions on writing effective abstracts and critiques, students will each be responsible for completing an abstract on another person's article. We will practice identifying the elements of abstracts in class, as well as practice writing one in groups. You will also critique an article. Each is worth 25 points.
3. **APA MidTerm (10/11/16).** All students will complete the 50-point, MC APA test. There will be no make-up days for the exam. Please bring a Scranton sheet to class on the test day. Dr. Brown will inform students of the correct Scranton sheet to purchase. **Worth 50 points**
4. **APA Final Exam (12/13/16).** All students will complete a 50-item APA final exam. There will be no make-up days for the exam and I will only allow it to be taken early under very specific circumstances (documentation will be requested). You will not need a Scranton for this exam. **Worth 50 points**
5. Complete a **Professional Packet and CV (50 points)**. As you move into the Academy, it is critical that you have an understanding of and position on some of the important topics [i.e., **ECSE, Inclusion, Parents & Families, Special & General Education, SPED Administration, Assessment (high stakes), behavior, Disproportionate Representation, Research to Practice (RTP)**] in the field. Write a brief statement/paragraph on each of the listed words/phrases.
  - a. Prepare a curriculum vitae (CV). Be sure to visit <https://owl.english.purdue.edu/owl/resource/641/1/> for tips on completing the CV. Pay close attention to the section titled, "Is there a standard format...?"
  - b. **Due on 11/08.**

6. **CITI Program Certification (up to 100 points).** Each of you will complete the CITI Training Program at <https://www.citiprogram.org/>. You have the entire semester to complete all 16 modules, but you **MUST** be where you are supposed to be according to the due dates on the syllabus (i.e., module 1 should be completed by 9/01/15). Your points, up to 100, will be determined by the percentage you receive after the training is completed. You **MUST** turn in a copy of your certification to Dr. Brown by **11/22/16**. **This can be sent to Dr. Brown electronically.**
7. **Literature Review (150 points total, including the matrix and rough draft).** The review of literature is a semester-long project. It involves writing a comprehensive review of existing research related to a topic that aligns with your current research interests and goals. The course instructor must approve the literature review topic. The review of literature is to be high quality suitable for publication submission. The review must be typed and must adhere to the 6<sup>th</sup> edition of the APA Publication Manual. **All of these things must be submitted in order to submit the final paper.**
- Rough Outline (10/4)**
  - Matrix (25 points) due on 10/11.**
  - First draft of Lit Rev (25 points) due on 10/25.**

**\*\*Students cannot use articles that contain research that was conducted in countries outside the U.S. They must be US students with US children with disabilities (at least a portion of the participants). Quantitative or mixed methodology studies only!\*\*\***

8. **Literature Review Presentation (11/29 & 12/6).** The presentation should be conducted using presentation software and related handouts. The quality of the presentation should be comparable to those presented at professional conferences. **SEP Course Requirement. No points.** Details of structure of presentations will be shared in class.

## XVIII. SPECIAL NOTES

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

**Copyright** – The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular