

“Preparing Professionals for Changing Educational Contexts”

ESP 794A MASTER Syllabus
Department of Special Education
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 794A
II.	Title	Internship in Special Education (A-Research)
III.	Credits	3 credit hours
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	ESP 782R, EPY 721, ESP 788, and EPY 722 or KIN 751 or consent of instructor
X.	Course Description (Course Introduction)	Structured internship experiences related to a) conducting research within the field of special education and/or early childhood education , b) teaching university courses within the Department of ECS, or c) administration of special education and/or early childhood programs.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course	<u>CEC Advanced Preparation Standards</u> Standard 4: Research and Inquiry Standard 5: Leadership and Policy Standard 6: Professional and Ethical Practice

XII. COURSE OBJECTIVES

1. Describe the fundamental assumptions, goals, and practices of research.
2. Describe the key components of a research study.
3. Examine the ethics of educational research.
4. Recognize the basic characteristics of qualitative, quantitative, and mixed-method research designs.
5. Identify the basic strategies for data analysis and interpretation.
6. Summarize published research in the fields of Early Childhood (EC), English Language Learning (ELL), and/or Special Education (SPED).

XIII. RESULTS

ESP 794A is a class intended to build and refine research knowledge and skills. Results of the course objectives will be aligned with student products.

XIV. COURSE RESOURCES – REQUIRED MATERIALS

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education
- *Publication Manual of the American Psychological Association (6th edition)*. (2010). Washington, DC: American Psychological Association.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

- Readings provided in class/ on WebCampus.
- Free information about APA formatting guidelines:
<https://owl.english.purdue.edu/owl/resource/560/02/>
- Huck, S. W. (2012). *Reading Statistics and Research (6th edition)*. Boston, MA: Pearson Education, Inc.

XVI. ASSIGNMENTS

1) Online Quizzes (100 points)

Effective learners use assessments to check their understanding. For this reason, you will complete a series of online quizzes based on the assigned readings *from the Creswell text* for each week.

- The quizzes will be available on Web Campus. Complete the quiz noted on the course schedule below prior to coming to class. You can take the quiz as many times as you like and use your text to help you answer the questions. The point of the assessment is to check your own understanding.
- Note that Web Campus will not allow you to take the quiz after the due date & time and the quizzes cannot be made up. For this course, you will take 10 multiple-choice quizzes, each worth 10 points. Quizzes will have 5 questions each. Each question will be worth 2 points (Exception: Quiz 1 will have 10 questions, each worth 1 point).

2) Group Presentations (100 points)

Some of the most effective and long-lasting learning happens when we learn about a topic and teach it to others. For this reason, you will work in groups to put together a presentation in which you:

1. Sign-up for research design. Note: Regardless of which design “camp” you are in – or think you are in - it is important to know about all designs as you will become a consumer and producer of research.
2. Use a UNLV library database to find an article in the EC, ELL, and/or SPED field that corresponds to your design. Note: You may pick from *any* category (EC, ELL, and/or SPED – intersections of research are most welcomed!) regardless of your own research area. The article must (a) be from a peer-reviewed, publish journal and (b) have been published within the last five years for quantitative studies and within the last ten years for qualitative studies. A *group communicator* whom your group will designate must send me a **PDF copy with the APA reference citation at least 1 week** prior to your presentation. **The class will read your chosen study ahead of time to be prepared for your lecture and discussion.**
3. Present your findings to the class during which you (a) *briefly* tell us why you chose this study (b) *briefly* review the research design (key characteristics, strengths/limitations, when to use it) and (c) *engage the class in critical discussion* about the quality of the study you chose based on the quality evaluation checklists for quantitative and qualitative research in Ch. 9 of the Creswell text (pp. 286-287), relative to your design. Feel free to come up with creative ways to present the design and to engage the class in discussion. The presentation should be between 20 and 40 minutes long.

You will receive points for your group based on the following rubric:

Group Presentation Rubric			
	Not acceptable – 0 points	Acceptable – 80 points	Excellent – 100 points
Presentation	Presentation is delivered poorly – with little organization or not delivered at all.	Presentation is organized, delivered, and somewhat engages the audience.	Presentation is well organized, delivered, and actively engages the audience.

3) Research Proposal and Individual Presentation (200 points)

This course is designed to help you integrate your learning into a research proposal that you can use for a research project and/or dissertation. A research proposal can also help shape a conference presentation that you can turn into a publication. Part of the research process is understanding the ethics of research and complying with CITI training for IRB. For these reasons, you will complete the following:

1. Detailed Proposal (100 pts.)
 - a. Develop a detailed proposal using the **Research Proposals Template** (provided on Web Campus).
 - b. If applicable, use the material you’ve developed in previous courses to keep building on your research focus.
2. CITI Training (50 pts.)
 - a. If you have not done so, take the CITI training, which is required for all human participant research. This is a very important document to have prior to beginning your dissertation work. <https://www.citiprogram.org>

3. Presentation (50 pts.)
 - a. Prepare a brief, individual 10-minute presentation in which you present a summary of your research proposal to your classmates. You may choose to present in any format you like (PPT, lecture, handouts, etc.), *but you must stay within the time limit.*

Research Proposal and Individual Presentation Rubric*

	Not Acceptable	Acceptable	Excellent
Detailed Proposal	Points 0 Proposal is <i>missing one or more</i> parts from the template and does not have correct APA format.	80 Proposal includes all parts from the template but is not in correct APA format (i.e. has more than five APA errors).	100 Proposal includes all parts from the template, in correct APA format.
CITI Training	Points 0 CITI training not completed and not uploaded.	40 CITI training completed but not uploaded in correct place.	50 CITI training completed on time and uploaded in correct place.
Presentation	Points 0 Presentation is delivered poorly - with little organization and past the time limit or not delivered.	40 Presentation is organized, delivered, but goes over the time limit.	50 Presentation is well organized, delivered, and within time limit.

* Note: 5 points deducted each day the proposal is late.

4) Proposal Checkpoints (75 points)

Part of creating a strong research design is eliciting feedback. For this reason, you will engage in five proposal checkpoints each worth 15 completion points (see course schedule for dates and content).

- On each day of the checkpoint, make sure you bring the required material to class in printed form (i.e. a completed CITI Training; a completed draft of the proposal section for that day). We will use the print out to engage in a peer-reviewed workshop.
- After the workshop, write a short paragraph online in the designated space on Web Campus in which you reflect on your progress - where you are, where you'd like to be, next steps, etc. This part of the checkpoint **MUST** be completed in order for you to receive your 15 completion points.

5) Final Exam (100 points)

Final exams are helpful for gaging your overall, individual content learning and the retention of that learning. For this reason, you will have one hour to complete the exam online on WebCampus. The final exam will include 25 multiple-choice questions (recycled from previous quiz questions), each worth 4 points. You may use your notes to work on the exam, but you must take the exam on your own. The online exam must be taken by the due date (see course schedule below) and cannot be made up.

XVII. PERFORMANCE ASSESSMENTS

Each of the activities below is a performance-based assessment:

- Research Reflection Journal
- Research Proposal and Presentation
- Group Presentations

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: <https://www.unlv.edu/studentconduct/student-conduct>.

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 courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on

the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Research Librarian -- Students may consult with a librarian on research needs. For this class, the Subject Librarian is Education (Samantha Godbey). (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask question at <https://www.library.unlv.edu/>

XIX. GRADING POLICY

** All assignments are due at 4PM on the assignment due date. Five points will be deducted for each day an assignment is late. The following scale will be used to determine the course grade:

Points Earned	Percentage Score	Grade
535-575	93%-100%	A
518-534	90%-92.9%	A-
506-517	88%-89.9%	B+
477-505	83%-87.9%	B
460-476	80%-82.9%	B-
449-459	78%-79.9%	C+
420-448	73%-77.9%	C
403-419	70%-72.9%	C-
345-402	60%-69.9%	D
0-344	0-59.9%	F
Course Assignment		
Online Quizzes	100	
Group Presentation	100	
Proposal Checkpoints	75	
Research Proposal & Individual Presentation	200	
Final Exam	100	
Total Possible Points: 575		

Attendance & Collaborative Engagement

Attendance is required and affects the final grade (*unless prior arrangement is made with the professor and/or a doctor's notice of illness is given after the absence. It is at the professor's discretion whether to excuse the absence(s) or not*). For the purposes of this class, collaborative engagement is defined as presence, participation, and engagement in class discussions and activities. Your attendance pattern will influence your final grade as follows:

Absences Effect

0 - 1	no change
2	grade drops 1/3 (e.g., B+ will drop to B)
3	grade drops 2/3 (e.g., B+ will drop to B-)
4	grade drops 1 letter (e.g., B+ will drop to C+)
≥ 5	F

XX. COURSE SCHEDULE

Session Date	Topic	Reading Note: Unless otherwise indicated, readings come Creswell text.	Assignment(s) Note: ALL Assignments are due on Web Campus by 4PM of the class-meeting day.
Session 1 Jan. 19	Course Overview		<ul style="list-style-type: none"> Quiz 1: Syllabus Quiz
Session 2 Jan. 26	Research Process	Ch. 1 Feuer et al., 2002	<ul style="list-style-type: none"> Quiz 2
Session 3 Feb. 2	Setting Up Your Study	Ch. 2 - 4 Reed, 2013 Miller et al., 2013	<ul style="list-style-type: none"> PROPOSAL CHECKPOINT 1: CITI Training Quiz 3
Session 4 Feb. 9	Quantitative Studies	Ch. 5 - 6 Dessemontet et al., 2014 Faez, 2012	<ul style="list-style-type: none"> Quiz 4
Session 5 Feb. 16	Quantitative Designs	Ch. 10 - 12 Tong et al., 2014	<ul style="list-style-type: none"> Quiz 5
Session 6 Feb. 23	Qualitative Studies	Ch. 7 - 8 Pereira & Gentry, 2013	<ul style="list-style-type: none"> PROPOSAL CHECKPOINT 2: Intro. - Lit. Review Quiz 6
Session 7 March 1	Qualitative Designs	Ch. 13 - 15 Michael-Luna, 2013	<ul style="list-style-type: none"> Quiz 7
Session 8 March 8	Mixed Method Designs	Ch. 16 Gerrity et al., 2013	<ul style="list-style-type: none"> Quiz 8 Group Presentations 1
Session 9 March 15	Action Research Designs	Ch. 17 Freeman, 2014	<ul style="list-style-type: none"> Quiz 9 PROPOSAL CHECKPOINT 3: Methodology & Limitations Group Presentations 2
No Session March 22	Spring Break		
Session 10 March 29	Evaluating Research	Ch. 9	<ul style="list-style-type: none"> PROPOSAL CHECKPOINT 4: Significance and References Quiz 10 Group Presentations 3

Session 11 <i>April 5</i> Online Session	Reviews & Meta-analysis	See instructions & readings posted online.	<ul style="list-style-type: none"> • Complete Online Module
Session 12 <i>April 12</i> No Class Meeting	Field Work		<ul style="list-style-type: none"> • PROPOSAL CHECKPOINT 5: Update on progress • Work on Proposal
Session 13 <i>April 19</i>	Presentations		<ul style="list-style-type: none"> • ALL Research Proposals DUE • <i>Individual Presentations 1</i>
Session 14 <i>April 26</i>	Presentations		<ul style="list-style-type: none"> • <i>Individual Presentations 2</i>
Session 15 <i>May 3</i>	Final Exam		<ul style="list-style-type: none"> • FINAL EXAM • Due: May 8 by 11:59PM

REFERENCES

Main Text

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education

Background – Discussion Readings

Feuer, M. J., Towne, L., & Shavelson, R. J. (2002). Scientific culture and educational research. *Educational Researcher*, 31(8), 4-14.

Miller, B. T., Krock, G. H., & Doughty, T. (2013). Using iPads to teach inquiry science to students with a moderate intellectual disability: A pilot study. *Journal of Research in Science Teaching*, 50(8), 887 – 911.

Reed, D. K. (2013). The effects of explicit instruction on the reading performance of adolescent English language learners with intellectual disabilities. *TESOL Quarterly*, 47(4), 743 - 761.

Quantitative

Dessemontet, R. S., Morin, D., & Crocker, A. G. (2014). Exploring the relations between in-service training, prior contacts and teachers' attitudes towards persons with intellectual disability. *International Journal of Disability, Development and Education*, 61(1), 16-26.

Faez, F. (2012). Diverse teachers for diverse students: Internationally educated and Canadian-born teachers' preparedness to teach English language learners. *Canadian Journal of Education*, 35 (3) 64 – 84.

Tong, F., Irby, B. J., Lara-Alecio, R., Guerrero, C., Fan, Y., & Huerta, M. (2014). A randomized study of a literacy-integrated science intervention for low-socio-economic status middle school students: Findings from first-year implementation. (2014). *International Journal of Science Education*, 36(12), 2083-2109.

Qualitative

Michael-Luna, S. (2013). What linguistically diverse parents know and how it can help early childhood educators: A case study of a dual language preschool community. *Early Childhood Education Journal*, 41, 447 – 455.

Pereria, N. & Gentry, M. (2013). A qualitative inquiry into the experiences of high-potential Hispanic English language learners in Midwestern schools. *Journal of Advanced Academics*, 24(3), 164-194.

Mixed-Methods

Gerrity, K. W., Hourigan, R. M., & Horton, P. W. (2013). Conditions that facilitate music learning among students with special needs: A mixed-methods inquiry. *Journal of Research in Music Education*, 61(2), 144 – 159.

Action Research

Freeman, G. G., (2014). The implementation of character education and children's literature to teach bullying characteristics and prevention strategies to preschool children: An action research project. *Early Childhood Education Journal*, 42, 305 – 316.