

Advanced Research Projects in Special Education Section 02

EDSE 220

Spring 2025 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/10/2025

Contact Information

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Office Hours

By Appt.

Course Information

Class Expectations

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive on time and to stay until class is ended. Participants are expected to respect speakers and peers at all times. Students in the class receive a final disposition score and a letter grade.

Respectful Environment

Special education is a field with complex philosophical understandings and paradigmatic leanings. As such, there may be times of disagreement about what is best for students with dis/abilities in this class. While it is appropriate to disagree, students must do so respectfully during course discussions and activities.

Seminar

Thursday 4:00-6:45 PM

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

1. Intervention Time Lines as follows: Choose one Option – Start on Mondays/Finish on Fridays

4 Weeks March 3rd – March 27th

5 weeks March 3rd – April 4th

6 weeks March 3rd – April 11th

2. To keep up with the pace of the class, turning in late assignments is strongly 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 completed this semester. Moreover, although attendance is not required at SJSU, class participation and class activities are highly encouraged.

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 Learning Outcomes (CLOs)

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1. Apply APA 7th Edition standards when completing the 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 the MA project outline and scheduled due dates.

Course Materials

Required Texts/Readings

1. American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th). ISBN: 978-1-4338-3217-8 (Spiral with tabs).

Order Info: www.apa.org/pubs/books @\$45

Sagor and Williams (2013)

Module 3 - Chapters 7 and 8

Course Requirements and Assignments

Action Research Project Requirements –

See Canvas Module - MA Project Outline for more complete descriptions of assignments

1. Title Page – Title of MA project, Name, Department Name, Date
2. Abstract – No more than 200 words, summarizes the purpose of the project, inquiry question(s), method, main/key findings, teacher practice implications
3. Table of Contents – List all main sections of the paper on the left side with their correct pagination on the right side of the

4. References and Appendices – Include only cited references, entries must be 100% correct using 7th version
5. Research Method Presentation – PPT of all 4 sections presented to the class with Q&A from students
6. EDSE 285 - Revised content with appropriate in-text APA citations, page numbers, headings, etc.
7. EDSE 220 – Final Research Paper with all content of the complete project from the title page to the last page.
8. Final Poster Presentation - The final oral presentation will include a culminating presentation of all of the major elements of the action research

✓ Grading Information

Determination of Grades

Assignments	Points	Percent
Title Page	10 inc in final grade	10 %
Abstract	10inc in final grade	10 %
Table of Contents	10 inc in final grade	10 %
References and Appendices	10 inc in final grade	10 %
PPT Research Method	10	10%
EDSE 285 Final Revision	5	5 %

EDSE 220 Final Written AR Project	70 (40+ 30)	70%
Final Presentation- Poster Presentation	15	15 %
TOTAL POINTS	100	100 %

Breakdown

Grade	Points
A+	95-100
A	84-94
A-	69-83
B+	57-68
B	48-56
B-	39-47

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.

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Topics	Assignments and Readings
1 Jan 23rd Zoom	Review Syllabus Review Outline of Project – Sequence of Content - Mod 1	Canvas: Module 3 - Peruse Sagor & Williams chapter 7- @Data Collection
2 Jan 30 In person	Review Research Method Content, Seaco data sheets Sign-up Sheets – 2/6 & 2/13 Work on 285 edits and RM – update	Peruse Module #2 Research Method – ppt Data Collection – ppt Data Analysis – ppt Peruse Module 3 - Chapter 8 @ Data Analysis

3	Individual Meetings – In person – 30 minutes PP	
Feb 6 th	@ RMethod section – design, materials, implementation, data collection etc	
Async		

4	Individual Meetings – 30 minutes PP	
Feb 13 th	@ RMethod section – design, materials, implementation, data collection	
In Person		
5	Review Findings PPT – Module 4	Due: Submit to Canvas Updated/last version of 285 research project from EDSE 285– make all corrections noted and updates from our individual meeting
Feb 20 th	Work on any data collection activities/forms + PPT on RM	
Async		
6	Individual ppt @ 5-minute presentation to class – share any materials as well	Due: PPT to Canvas for grading
Feb 27 th	Lecture: Findings, Discussion, Limitation Section - Mod 4	
In Person		

7 March 6 th Async	Start Week 1 – Action Research (AR) Project – March 3 rd - Monday	Prepare all materials for Week 1 of AR project
8 March 13 th In Person Week 2 – AR Project	Lecture: Conclusions, Implications, Future Research	Read PPTs - Module #6

9 March 20 th Async Week 3 – AR Project	Writing Week	
10 March 27 th In Person Week 4 – AR Project	Lecture – Forwards Abstract, Title Page, Table of Contents (ToC), References In class – Work on Forwards	Read Module # 5

11 April 3 rd Week 5 – AR Project	Spring Break – No Class	
12 April 10 th In Person Week 6 – AR Project (Finish 4/11)	Lecture: Poster – Module 7 Develop poster contents in class	Due: Draft Title, Abstract, ToC, References to canvas
13 April 17 th Async	Work on Analysis of Findings & Writing Week	Due: Draft Poster to canvas Sign up for individual appts. With instructor, if needed

14 April 24 th In Person	Review/Discuss Final AR Project Paper – (Outline of Items) Conclusion Section Work in Class – Final Sections & Poster	Due: Draft Findings, Discussion, Limitations Section to Canvas
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15 May 1 st Async	Work on Sections of Final Paper	Due: Draft Conclusion, Implications and Future Research Section
16 May 8 th Last Class	Bring the Hard copy of Draft Final paper to class for peer review	Due: Submit Draft of Final Paper to Canvas
TBD	LCOE Celebration of Learning Event (CoL)	Due: AR presentation at CoL
Tuesday May 13 th		Due: Tuesday May 13 th Final version of complete research project - Submit to Canvas