Course and Contact Information

Instructor: Saili S. Kulkarni, Ph.D.
Office Location: Sweeney Hall 221
Telephone: (408) 924-3313
Email: saili.kulkarni@sjsu.edu
Office Hours: Wednesdays 2:00pm to 4:00pm or by appointment
Class Days/Time: Wednesdays 4:00pm to 6:45pm
Classroom: SH 213
Prerequisites: Completion of EDSE 285 with B or better

About Your Professor

Dr. Saili (sigh+lee) Kulkarni (cool+cur+knee) is an Assistant Professor of Special Education. She utilizes the pronouns she/her/hers and is a critical race theory and disability studies scholar of education. Dr. Kulkarni’s research focuses on socio-cultural approaches to the education of students with dis/abilities (the slash is used to indicate the fractured ways in which dis/ability is thought of in traditional educational discourse). Her work utilizes qualitative methodologies such as case studies, counter narratives, interviews, and reflective discourse with teachers of students with dis/abilities. To learn more about Dr. Kulkarni’s research please visit www.sailikulkarni.com.

Course Format

This course follows a traditional format with face-to-face class sessions. However, some sessions will be 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 must have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

CANVAS Learning Management System

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at http://sjsu.instructure.com. All students are responsible for regularly checking their SJSU email for course updates from the instructor.

Technology Requirements

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.
I will not edit documents turned in using Google Docs, Pages, or in PDF format. **Assignments in any other format will be returned to the student. The late policy will apply to assignments that are turned in using the incorrect format.**

**Course Description**

This course covers the evaluation of research relating to characteristics and methods of identification of individuals with disabilities; including minority and underachieving students. Current funding issues, research models, research on individuals with disabilities and instructional organization are reviewed and analyzed.

This course further provides graduate students with the essential knowledge in educational research necessary to become critical consumers and analytical investigators in their field. Students will develop an understanding of different types of educational research and the corresponding sources of data and analysis appropriate to each, including both quantitative and qualitative methods. Students completing survey design projects will comprehend and use basic statistical concepts to analyze data, including descriptive and inferential statistics. Those completing single case design projects will learn about different ways to record data and analyze for changes in behavior. Finally, those completing a qualitative design for their projects will learn how to interpret and understand the complexities of human subjects through in-depth data collection tools. Upon completion of this course students will have selected a research topic, outlined the steps necessary to complete the research, and developed fully the methods section of the research project in order to submit a proposal to the IRB.

The structure of this course will be individualized to students based on their research questions and thesis projects. Readings for each week will be assigned based on the type of projects students plan to complete. Readings will be delineated as Single Case (for individuals using a single-case design), Survey (for individuals using a survey design) and Qual (for those using qualitative research designs).

**Program Learning Outcomes (PLO)**

As the MA program extends upon the California Standards for the Teaching Profession (CSTP), upon completion of the MA course sequence, students will be able to:

- **CSTP 1.3**: Connect subject matter to meaningful, real-life contexts
- **CSTP 1.5**: Promote critical thinking through inquiry, problem solving, and reflection
- **CSTP 3.1**: Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks in areas associated with your MA research project
- **CSTP 5.1**: Apply knowledge of the purposes, characteristics, and uses of different types of assessment
- **CSTP 5.2**: Collect and analyze data from a variety of sources
- **CSTP 6.1**: Reflect on teaching practice in support of student learning
- **CSTP 6.2**: Establish professional goals and engage in continuous and purposeful professional growth and development
- **CSTP 6.3**: Collaborate with colleagues and the broader professional community to support teacher and student learning
- **CSTP 6.7**: Demonstrate professional responsibility, integrity, and ethical conduct

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

1. Distinguish between the various methodologies used in educational and related research
2. Critically evaluate research on the basis of its rationale, methodology, and ethical practices
3. Identify limitations of studies and the sources of limits in sampling, data analysis and interpretation, statistical procedures and data collection

4. Identify and analyze implications of research studies on the development of educational theory, policy, and practice

5. Utilize education resources such as research journals, ERIC network, Education Abstracts, Dissertation Abstracts, State and Federal agency publications and others

6. Identify sections of research reports and aspects of research design that indicate possible bias or contamination, including sampling bias

7. Understand internal and external validity and recognize variables that are potentially threatening to validity

8. Recognize and describe independent, dependent, control, and extraneous variables in research

9. Plan and conduct research that has high internal validity and external validity

10. Explain statistical concepts as they are used in reports of research: descriptive statistics (e.g., mean, median, mode), frequencies, correlations, and inferential statistics

11. Explain the concepts of statistical and practical significance and use them to evaluate the significance of findings reported in research

12. Explain research findings meaningfully in terms of a study rationale, focus, and hypothesis or questions

13. Write an introduction, review of literature, and methodology sections of a research report using correct APA style

14. Complete and submit a comprehensive IRB application pertaining to their research study

**Required Texts/Readings (Required)**

1. *Single-Case Designs for Educational Research*
   Author: Kennedy (2016)
   ISBN: 9780205340231
   *Required for students undertaking a Single Case Design Project*

2. *How to Write a Master’s Thesis (2nd edition)*


   *Required for students undertaking a Survey Design Project*

5. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*
   *Required for students undertaking a Qualitative Design Project*

**Other Readings**

Excepts will be posted from research journal articles, SAGE Methods and Creswell’s *Educational Research*
Library Liaison

The Special Education Library Liaison is: DeeAnn Herrera Tran (deeann.tran@sjsu.edu)

Student Success Center Writing Tutor

The College of Education has a Writing Center Tutor who works with all courses in LCOE. Her name is Jenn Hambly (jennifer.hambly@sjsu.edu) and her hours are Mondays from 10:30am-1:00pm and Wednesdays from 3:00pm to 5:30pm.

Course Requirements and Assignments

The assignments for this class are formal written documents, which must be submitted in APA style. All papers should be free of grammatical and spelling errors, should be double-spaced and paginated, and should follow APA format for headings, margins, etc. Citations must be included and must be formatted correctly. Please proofread all papers for run-on sentences, fragments, subject-verb agreement, correct verb tense, correct sentence structure, and correct use of plurals. In addition, make sure all claims are cited using APA format. All papers must be submitted using Microsoft Word through CANVAS. Emailed papers or papers on different electronic formats such as Google Drive or Pages will be returned.

1. APA Take Home Mastery Test (15 points) (CLO 13)
All writing in this course should be written using APA format. Using this format will ensure your writing is clear and professional. It will also help you avoid plagiarism. You will be expected to complete the APA Research Paper Mastery Tests with 85% accuracy. This test must be passed in order to receive a final grade. You will be able to take home the APA test distributed in class and return it for scoring the following week.

2. Reading Reflections (20 points) (CLO 1-9)
Students will submit four 1-page double spaced reading reflections to CANVAS throughout the semester. Reading reflections include a ½ page summary of the reading selected (choose 1 from the set assigned) and a ½ page reflection on how the reading will support your project development. Each reflection is worth 5 points for a total of 20 points. Reflections will lead our discussions in class for the first 10-15 minutes.

3. Chapter 3 Research Outline (25 points) (CLO 1-9)
Students will complete a Research Outline of the procedures and methodology they intend to use to collect data for their research study. The research outline is important in organizing the study and determining key pieces of information that must be collected. The research outline must clearly identify how the research questions will be answered, the intended methodologies and the intended sample of participants. Be specific!

4. Chapter 3 Research Draft (25 points) (CLO-1-9)
Students will complete a draft of the methodology chapter and incorporate instructor feedback before submitting their final draft and final IRB proposal.

5. Chapter 3 Final Draft (50 points) (CLO 1-13)
Students will write a methodology section (Chapter 3 of the research project) that describes how they intend to carry out their research. As appropriate, include relevant descriptions of the research plan, sampling procedures, dependent and independent variables, measurement tools/instruments, data gathering procedures, data analysis procedures, etc. appropriate to the research design. Appropriate APA format is necessary. Attach all instruments to be used for data collection as Appendices.

6. IRB Draft and Final Application (50 points each for 100 points total) (CLO 1-14)
Everyone is required to submit two copies of the protocol for review by the Human Subjects Institutional Review Board (IRB) by the due date stated in the syllabus. Students will first submit a copy of the IRB to the instructor. The instructor must review the application and sign off on the application before it can be submitted to the IRB Office. IRB Packets must include all protocols (data collection sheets, surveys, etc.) as well as all consent forms and letters of support from school districts (if you are conducting research in a district). If forms or missing or not signed the IRB Packet will be automatically rejected by the IRB office.

7. Revised Chapters 1 and 2 (50 points) (CLO 1-9; 13)
Chapters 1 and 2 need to reflect the research behind your study (purpose, research questions, design, and instruments/intervention), consequently, you may need to update the chapters you submitted in EDSE 285 with additional literature to support your study. Students will submit revised versions of Chapters 1 and 2.

8. Final Presentation (15 points) (CLO 1-14)
Each student will present chapters 1-3 of their research study during the final examination period using a PowerPoint presentation format. Presentations will be approximately 5-6 minutes with time for questions/discussion. Final Presentations will be held on May 15th, 2019 from 5-7:30pm in SH 213

Grading Information
1. Students must complete ALL assignments to receive a grade in this class including submitting an IRB Application.

2. Attendance in class is important, as graduate students I will not be docking you for failing to attend class, but missing class without at least 3-hour notice in advance means that you’ll need to contact a classmate for missed notes and information.

3. All written assignments must meet standards of academic and professional quality as outlined in APA format for reporting on research. All assignments must be typed, double-spaced, paginated, and free of spelling and grammatical errors. You must cite all work and have research to support your study/project.

4. The quality of your work and adherence to APA guidelines will impact your final grade. Remember, your study must be based on research and your work cited appropriately.

5. Extensions may be given on a case by case basis ONLY if written request is provided 48 hours in advance of the due date of the assignment. Late submissions that did not submit a written request for extension will be deducted a total of 3 points per day late.

Determination of Grades

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>APA Take Home Test</td>
<td>15 points</td>
<td>5%</td>
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<tr>
<td>Reading Reflections</td>
<td>20 points</td>
<td>7%</td>
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<tr>
<td>Chapter 3 Outline</td>
<td>25 points</td>
<td>8%</td>
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<tr>
<td>Chapter 3 Draft</td>
<td>25 points</td>
<td>8%</td>
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<tr>
<td>Chapter 3 Final Paper</td>
<td>50 points</td>
<td>17%</td>
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<tr>
<td>IRB Draft and Submission</td>
<td>100 points</td>
<td>33%</td>
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<tr>
<td>Chapters 1 &amp; 2 Revised</td>
<td>50 points</td>
<td>17%</td>
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<tr>
<td>Final Presentation</td>
<td>15 points</td>
<td>5%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
<td><strong>100%</strong></td>
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**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 continue with coursework. An “Incomplete” is only given when 80% or more of the work has been completed on time.

**Classroom Protocol**

Professional demeanor is required of all class participants. Participants are expected to arrive to class on time and to stay until class is ended. Participants are expected to respect speakers and peers at all times. Participants are further expected to refrain from using cell phones in class and to refrain from using computers for topics other than those relating to coursework. The instructor reserves the right to modify a student’s final grade for unprofessional conduct.

**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, it is expected that students do so in a respectful way during course discussions and activities.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)

**Graduate School and Campus Resources**

1. Accessible Education Center: [http://www.sjsu.edu/aec/](http://www.sjsu.edu/aec/)
2. Grad Lab in MLK Library: [https://library.sjsu.edu/gradlab](https://library.sjsu.edu/gradlab)
3. Writing Center: [http://www.sjsu.edu/writingcenter/](http://www.sjsu.edu/writingcenter/)
<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Readings (due for the week they are posted, e.g. what is posted in Week 2 is due Week 2)</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1 01/30</td>
<td>Course Overview Co-created rules and expectations Advancement to Candidacy Form Ethics of Research Overview</td>
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<tr>
<td>2 02/06</td>
<td>Research Paradigms A review of research questions APA Take Home Test Distributed</td>
<td>Danforth &amp; Taff (posted to CANVAS) Qual: Chapter 2</td>
<td>Reading Reflection #1 Due Bring a copy of Chapters 1 &amp; 2 (either on laptop or hardcopy)</td>
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<tr>
<td>3 02/13</td>
<td>Selecting a method Understanding Chapter 3 Creating an outline in class to be refined Understanding Chapter 3 and IRB overlap</td>
<td>Creswell Chapter 1 pages 11-39 (posted to CANVAS) Bui Chapter 7</td>
<td>Chapters 1 &amp; 2 Edits Due APA Take Home Test Due</td>
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<td>4 02/20</td>
<td>Individual Required Meetings-NO IN CLASS MEETING</td>
<td>Single Case: Read Chapters 1-3 Survey: Read Chapters 4-5 Qual: Read Chapter 3</td>
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<td>5 02/27</td>
<td>Reviewing project methodologies-Single Case Design, Surveys, or Qual Woke Methodologies</td>
<td>Single Case: Read Chapters 4-5 Survey: Read Chapters 5-6 Qual: Read Chapter 4</td>
<td>Outline of Chapter 3 Due Reading Reflection #2 Due</td>
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<td>6 03/06</td>
<td>Designing data collection protocol and piloting questions</td>
<td>Single Case: Read Chapters 9-11 Survey: Chapters 4 &amp; 5 Qual: Chapter 7 All: Review Bui Chapter 7</td>
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<td>7 03/13</td>
<td>Optional Individual Meetings-NO CLASS MEETING</td>
<td>Review Bui Chapters 4 &amp; 7</td>
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<td>8 03/20</td>
<td>Designing Methodologies continued Reviewing Chapter 3 edits</td>
<td>Single Case: Review Chapters 3-5 Survey: Review Chapters 3-4 Qual: Review Chapter 3-4 Review Bui Chapter 4</td>
<td>Reading Reflection #3</td>
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<td>9 03/27</td>
<td>Reviewing IRB edits</td>
<td>Single Case: Read Chapters 12-14 Survey Projects: Review Chapters 4-6 Qual Projects: Review Chapter 5 &amp; 7</td>
<td>Chapter 3 Draft Due</td>
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<td>10 04/03</td>
<td>NO CLASS SPRING BREAK</td>
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<td>11 04/10</td>
<td>Review Bui Chapter 4 Review Creswell Chapter 1 (Posted to CANVAS)</td>
<td>IRB Draft Due</td>
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<td>Week #</td>
<td>Topics</td>
<td>Readings (due for the week they are posted, e.g. what is posted in Week 2 is due Week 2)</td>
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<td>12</td>
<td>Optional Individual Meetings-NO IN CLASS MEETING</td>
<td>Review Bui Chapter 4</td>
<td>Reading Reflection #4</td>
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<td>04/17</td>
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<td>13</td>
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<td>Single Case: Chapter 16 Survey: Chapters 8 &amp; 9 Qual: Chapter 7</td>
<td>IRB Final Submission Due</td>
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<td>04/24</td>
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<td>14</td>
<td>Individual Meetings Required to Check Progress-NO IN CLASS MEETING</td>
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<td>15</td>
<td>Presenting results Discussing the final presentation Looking forward to next semester</td>
<td>Single Case: Chapter 15 Survey: Chapter 10 Qual: Chapter 8</td>
<td>Final Chapter 3 Due</td>
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<td>05/08</td>
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<td>16</td>
<td>Final Presentations from 5:00-7:30pm</td>
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<td>Final Presentation Due by 12pm the day of class</td>
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<td>05/15</td>
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