San José State University (SJSU)
Connie L. Lurie College of Education (LCOE)
Department of Special Education (EDSE)

EDSE 231, Issues and Research in Special Education, Section 01, Spring 2022

[Image Description: This image is pulled from the cover of the book *How Teaching Shapes Our Thinking About Disabilities: Stories from the Field* edited by David J. Connor and Beth A. Ferri. The image foregrounds two teachers, one Black, one white looking at each other. The white teacher is bald, with blue framed classes and a white mustache and beard. The Black teacher has green eyeshadow and red lipstick and black hair. Behind them is a group of children on a blue carpet, some raising hands. In the background is a yellow wall and the outline of two other figures near a whiteboard.]

Course and Contact Information

Instructor: Saili S. Kulkarni, Ph.D. (she/her/hers)
Pronunciation: https://www.name-coach.com/saili-kulkarni
Office Location: Sweeney Hall 221
Telephone: (408) 924-3313
Email: saili.kulkarni@sjsu.edu
Office Hours: Wednesdays 2:00pm to 4:00pm on Zoom or by appointment
Class Days/Time: Wednesdays 7:00pm to 9:45pm
Classroom: Sweeney Hall 230
Prerequisites: Completion of EDSE 285 with B or better

About Your Professor

Dr. Saili S. Kulkarni (she/her/hers) is an Associate Professor in the Department of Special Education at San José State University. Her research is focused on the intersections of disability and race in teacher education. Much of her work draws from a framework of Disability Studies and Critical Race Theory (DisCrit). Her work is also interdisciplinary in scope, drawing from fields such as disability studies, teacher education, sociology, and special education.

Link to Dr. Kulkarni’s Complete Research Articles (includes her master’s paper and dissertation)
https://works.bepress.com/saili-kulkarni/
Course Format
This course follows a hybrid format with monthly face-to-face class sessions and Zoom asynchronous sessions. Some sessions will be designated for independent research and writing and individual meetings. 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 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. Feedback for this course will be distributed using the comments feature (audio or written) and attachments option in CANVAS via Grades (when clicking on Grades you should see all media and written comments). Students are required to regularly check the comments under grades for updates to revisions and other feedback.

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. If you have discomfort or difficulty with using Microsoft Word or tracked changes for Microsoft Word, please visit the Student Technology Training Center at the MLK Library: https://libguides.sjsu.edu/sttc. Your instructor is not responsible for teaching you how to use the basic features of Microsoft Word. Assignments in any other format than Microsoft Word will be returned to the student. Point deductions will occur for incorrectly formatted assignments (see the Written Submissions Checklist on the last page of this syllabus).

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 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 based on 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
   *Recommended for students undertaking a Single Case Design Project*

2. *How to Write a Master’s Thesis (2nd edition)*
   *Required for all students*

   ISBN: 978-1-4338-3216-1
   *Required for all students*

   *Recommended for students undertaking a Survey Design Project*

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

Other Readings

Excepts will be posted from research journal articles, SAGE Methods and other materials

Library Liaison

The Special Education Library Liaison is: DeeAnn Herrera Tran (deeann.tran@sjsu.edu)
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 (see the Written Submissions Checklist on the last page of this syllabus for more details)

1. Revised Intro and Lit Review Chapter(s) (25 points) (CLO 1-9; 13)
The introductory and lit review chapter(s) 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 these chapters via CANVAS. The first 5 points will be given for submitting the current draft on the first night of class and the remaining 20 points will reflect how well students attended to revisions and feedback.

2. Methods Chapter Research Outline (20 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.

3. Methods 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 subsequent information for the IRB Application.

4. Methods Final Draft (50 points) (CLO 1-13)
Students will write a methodology section of their research thesis 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.

5. IRB Draft (50 points) (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 (this includes the draft and final). 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.

6. IRB Final (50 points) (CLO 1-14)
This is the final IRB Application submitted to your instructor for final approval before submitting to the IRB Office at SJSU.
7. IRB Submission to SJSU IRB Office (25 Points)
Once approved by the instructor, this is the submission to the IRB Office for official approval.

8. Final Presentation (50 points) (CLO 1-14)
Each student will present their research study thus far during the final examination period using a PowerPoint or slide presentation format. Presentations will be approximately 5-6 minutes with time for questions/discussion. Slides should include a title, one slide on literature and research questions, one to two slides on methods, and a timeline slide indicating next steps. Students can decide whether to include an APA reference slide (optional). Final Presentations will be held on the last day of courses (TBA if on Zoom or in person).

9. Professionalism and Conduct (5 points) (Aligned with Disposition Form)
In EDSE 220, you will receive a formal disposition review as part of completing your MA program. In this class, 5 points will be allocated to you for professionalism and conduct. Per university policy, this will NOT include your class participation and attendance outright. Instead, this score is based on your ability to establish clear communication with the instructor (via email or in person depending on the sessions), communicate any needs for assignment extensions, maintain an active role in the class through the completion of readings and activities, and follow the syllabus, assignment instructions and other instructor directions for coursework. Students will complete a 5-minute self-evaluation at the end of the course, and the instructor will use this to inform the overall score.

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

2. Attendance in class is important. As graduate students, I will not be docking you for failing to attend class, but missing class means that you’ll need to contact a classmate for missed notes and information or view Zoom recordings on CANVAS to catch what you miss.

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 (see the Written Submissions Checklist on the last page of this syllabus).

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. I will provide no-questions extensions to ANY assignment ONLY if a 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 5 points per day late.

6. Extra Credit Opportunities will be provided throughout the semester. When possible, please consider taking advantage of extra credit opportunities to increase your total points for the semester. We will be using the How Teaching Shapes Our Thinking About Disability book (photo from page 1 of the syllabus) for extra credit assignments this semester. A PDF Copy of this book will be provided for free when it is required.
Determination of Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro/Lit Review Chapters Revised</td>
<td>25 points</td>
<td>6.6%</td>
</tr>
<tr>
<td>Chapter 3 Outline</td>
<td>20 points</td>
<td>8%</td>
</tr>
<tr>
<td>Chapter 3 Draft</td>
<td>25 points</td>
<td>8%</td>
</tr>
<tr>
<td>Chapter 3 Final</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>IRB Draft</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>IRB Final Submission</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>IRB Submission to SJSU IRB</td>
<td>25 points</td>
<td>8%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>50 points</td>
<td>16.6%</td>
</tr>
<tr>
<td>Professionalism and Conduct</td>
<td>5 points</td>
<td>1.6%</td>
</tr>
<tr>
<td>Total</td>
<td>300 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

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 always respect speakers and peers. 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. EDSE 220 (your final MA course) will include a formal disposition form that is part of your program completion. In this class, you will receive a professionalism score (a total of 5 points) based on some of the same criteria aligned with our disposition form (see Assignments).

Respectful Environment and Discourse

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 disabilities and research approaches in this class. While it is appropriate to disagree, it is expected that students do so in a respectful way during course discussions, via communications 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 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/)

4. CAPS Counseling: [https://www.sjsu.edu/counseling/students/appointment.php](https://www.sjsu.edu/counseling/students/appointment.php)

5. Graduate Funding: [http://www.sjsu.edu/gup/gradstudies/student_funding/index.html](http://www.sjsu.edu/gup/gradstudies/student_funding/index.html)

6. Student Technology Training Center: [https://libguides.sjsu.edu/sttc](https://libguides.sjsu.edu/sttc)

7. Lurie College Research Supplies Reimbursement: [https://drive.google.com/file/d/1R0GPCzS8NtAAzCiIBnSimahHe0YDVV1i/view](https://drive.google.com/file/d/1R0GPCzS8NtAAzCiIBnSimahHe0YDVV1i/view)

8. Research Conference Travel Grant: [https://drive.google.com/file/d/1LVGX6cqXm1FWg6R5eYj_ZzwWGiyYcKacG/view](https://drive.google.com/file/d/1LVGX6cqXm1FWg6R5eYj_ZzwWGiyYcKacG/view)

9. Professional Thesis Editor: Sara Cristin ([saracristin7@gmail.com](mailto:saracristin7@gmail.com))

## EDSE 231 Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics</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>
</tr>
</thead>
</table>
| 1       | Jan 26th/SH 230                                                       | • Course Overview  
  • Co-created rules and expectations  
  • Advancement to Candidacy Form  
  • Ethics of Research Overview | ☐ Please submit your Intro and Lit review chapters from EDSE 285 to CANVAS by midnight (if you haven’t already via Google Drive)  
 ☐ Syllabus Contract Signed (in-class) |
| 2       | Feb 2nd/Zoom                                                          | • Research Paradigms  
  • Adding critique to your lit review  
  • Edits to Chapters returned via CANVAS  
  • Optional Meetings for students with heavy revisions | |
| 3       | Feb 9th/Zoom                                                          | • Selecting a research method  
  • Understanding the Methods Chapter  
  • Optional Meetings for students with light revisions | ☐ Intro/Lit Review Edits Due  
 ☐ Outline of Methods Chapter  
 ☐ Begin working on Data Collection Protocols |
| 4       | Feb 16th/SH 230                                                       | • Understanding the overlap of Methods Chapter and IRB  
  • Reviewing project methodologies  
  • Data Collection Protocols | ☐ Send Data Collection Protocols for Feedback |
| 5       | Feb 23rd/Zoom                                                         | • Reviewing project methodologies  
  • Designing Data Collection Protocols | ☐ Send Data Collection Protocols for Feedback (if you haven’t already) |
| 6       | March 2nd/Zoom                                                        | • Work Session  
  • Complete Data Collection Protocols during zoom session  
  • Drafting Methods Chapter | ☐ Finalize Data Collection Protocols |
<table>
<thead>
<tr>
<th>Week #</th>
<th>Topics</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>
</tr>
</thead>
</table>
| 7 March 9<sup>th</sup> SH 230 | Work Session  
• Finalizing the Methods Chapter Draft | Review Bui Chapter 7 | ☐ Methods Chapter Draft Due |
| 8 March 16<sup>th</sup> Zoom |  
• IRB Introduction  
• Begin filling in IRB forms | Bui Chapter 4 | |
| 9 March 23<sup>rd</sup> Zoom | Work Session  
• IRB Forms  
• Methods Chapter Drafts Returned via CANVAS  
• Optional Methods Chapter Meetings | | |
| 10 March 30<sup>th</sup> Spring Break | | | |
| 11 April 6<sup>th</sup> Zoom |  
• IRB Progress Update (finish drafts in class)  
• Methods Chapter Revisions  
• Optional Methods Chapter or IRB Class Check Ins | | ☐ IRB Draft Due |
| 12 April 13<sup>th</sup> Zoom | Work Session  
• IRB Forms  
• IRB Drafts Returned | Review Bui Chapter 4 | |
| 13 April 20<sup>th</sup> Zoom | Work Session  
☐ Finalizing IRB Forms in class | | ☐ IRB Final Submission Due |
| 14 April 27<sup>th</sup> SH 230 | Work Session  
☐ In class check ins to finalize IRBs for SJSU submission | | ☐ Submission Deadline for IRB to SJSU IRB Office |
| 15 May 4<sup>th</sup> Zoom | ☐ Presenting results  
☐ Discussing the final presentation  
☐ Self-Evaluations | | ☐ Final Chapter 3 Due  
☐ Professionalism and Conduct Self-Evaluation Due |
| 16 May 11<sup>th</sup> SH 230 (TBA) | Final Presentations from 5:00-7:30pm | | ☐ Final Presentation Due |
Written Submissions Checklist for All Submitted Assignments

☐ Submission is uploaded to CANVAS on or before the due date (unless extension granted) as a Microsoft Word File.
  o Please use the file name LastName.AssignmentNameDate.docx

☐ Submission is free of any Tracked Changes from the instructor or previous instructors. To check and make sure that the assignment is free of tracked changes, please go to the menu bar, click on Review→Tracking→All Markup
  o If final copies of any assignment contain tracked changes, the assignment will automatically be deducted by 5 points, no exceptions.

☐ Submission is free of common Spelling or Grammar errors picked up by Microsoft Word.
  o If final copies contain common spelling or grammar errors noted by a red or green squiggly underline, that assignment will automatically be deducted by 5 points, no exceptions.

☐ Submission includes, to the best of the student’s ability, an adherence to APA 7th Edition format drawing from the book and other online resources.
  o If final copies contain no attempt at adding in-text and reference citations using APA 7th Edition format, that assignment will automatically be deducted by 5 points, no exceptions.

☐ Submissions are in Times New Roman, Size 12-point font, and all text is double spaced except for tables, figures, and data protocol attachments and IRB forms
  o If final copies contain a font size, type or spacing other than above, that assignment will automatically be deducted by 5 points, no exceptions.
  o Students should also set spacing between paragraphs in MS Word to no more than Double Spaced. To check this, go to Line Spacing Options and ensure that “Don’t Add Spacing Between Paragraphs of the Same Style” is selected. If final copies of assignments contain additional spaces, that assignment will be deducted by 2 points, no exceptions.