# UNIVERSITY of WEST Georgia.

Other · College of Education · Literacy and Special Education

# Direct Research Read Spec Ed

## SPED-7782

Fall 2022   Sections E03, E04   4 Credits   08/10/2022 to 12/09/2022   Modified 08/10/2022

## 🖥 Description

In-depth readings of research articles related to special education practices.

**Requisites**

Prerequisites:

Corequisites:

## 👤 Contact Information

### Assisant Professor: Dr. Phillip D. Grant Jr.

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## 🕐 Meeting Times

### Virtual Asynchronous Instruction

https://westga.view.usg.edu/

## 📕 Materials

### Single Case Research Methodology: Applications in Special Education and Behavioral Sciences

**Author:** Jennifer R. Ledford & David L. Gast
**Publisher:** Routledge
**Edition:** 3rd
**Availability:** Virtual Ingram Library
**Price:** Free

If you prefer a physical text, you may purchase the text online. However, the eBook is available to you for free through the UWG Ingram Library. Use [this link (https://ebookcentral.proquest.com/lib/westga/detail.action?docID=5228997)](https://ebookcentral.proquest.com/lib/westga/detail.action?docID=5228997) to locate the book. If the link does not work, search for it on the library's website [here (https://www.westga.edu/library/index.php)](https://www.westga.edu/library/index.php).

## 📊 Outcomes

Students will:

1. Identify basic elements and strategies of single subject research, including designs and analysis techniques (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
2. Identify an appropriate single subject research design based on their research question and goals (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
3. Demonstrate knowledge of the pros and cons of different single subject research designs (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3, 4];
4. Write observable and measurable research questions (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3];
5. Demonstrate understanding of the IRB process and the importance of IRB approval and CITI training as it relates to ethical research practices (Alberto & Troutman, 2013; Kennedy, 2005; Richards, Taylor, Ramasamy, & Richards, 1999) [CEC standards: 3].

# ✔ Evaluation

## Criteria

| Type | Weight | Topic | Notes |
|------|--------|-------|-------|
| Quiz | 10% | Syllabus Quiz | Due August 14th by 11:59 PM |
| Quiz | 20% | Design Quizzes | Due Various |
| Presentation | 20% | Research Proposal Presentation | Due September 26th by 11:59 PM |
| Discussions | 50% | Discussions | Due Various |

## Breakdown

| Grade | Range | Notes |
|-------|-------|-------|
| A | 90 - 100 | |
| B | 80-89 | |
| C | 70-79 | |
| F | 0-69 | |

# ☰ Assignments

## Quiz: Syllabus Quiz

The syllabus quiz is a mandatory assessment of your knowledge of how the course operates based on your knowledge of both the syllabus and the materials presented in the Course Information (Start Here!) module. A passing score (70%) is required to receive full credit for this assignment. I will manually override every student's score to 100% after the due date if they scored a 70%).

## Discussions: Course Discussion

Over this semester, you will build a research proposal for a study you will conduct throughout the research sequence in the Ed.S. program. I have designed the discussions to help you write out your research proposal while also allowing your peers to critique your work. You must respond to the discussion prompt at length (at least one paragraph for each question) and respond to two of your colleagues with helpful suggestions to receive full credit for each discussion. Please see the course schedule for specific due dates.

## Quizzes: Design Quizzes

You will be learning about four single-subject research designs this semester that you can use to write your research proposal presentation. These four designs are the ABAB design, multiple baselines, changing criterion, and alternating treatment designs.

You will have one attempt on these quizzes. The quizzes are based on the readings and PowerPoints in each module.

## Presentation: Research Proposal Presentation

You will create a virtual presentation of no more than 10 minutes (each minute over will result in a loss of 2 points of the total grade). In this presentation, you will present your plan for your SPED 8783 research project – such a research plan is called a proposal. This presentation can be completed with PowerPoint (audio recorded then exported into a video file), Prezi, Canva, or any virtual presentation platform that has visuals and allows you to record audio. The presentation will include a title slide, introduction, literature review, methodology, and methods. This is basically a class presentation, just done virtually. Pretend you're presenting your plan for your research to your colleagues, administration, or a funding organization. Be clear, coherent, concise, yet thorough.

More information about this assignment can be located in the CourseDen page.

## 📅 Schedule

| When | Topic | Notes |
|------|-------|-------|
| **Week 1**<br>Aug. 10-16 | Module 1: Introduction to Single-Subject Research & Research Ethics | Required Readings:<br><br>• Syllabus<br>• Course Information (Start Here!) Module<br>• Readings & Viewings in CourseDen<br><br>**Deliverables:**<br><br>Discussion 1 is due Friday, August 12th by 11:59 pm (replies due Sunday, August 15th by 11:59 PM)<br><br>Syllabus Quiz is due Sunday, August 14th by 11:59 PM |
| **Week 2**<br>Aug. 17-23 | Module 2: Research Problems & Variables | Required readings & viewings provided in CourseDen<br><br>**Deliverables:**<br><br>Discussion 2 is due Monady, August 22nd by 11:59 PM (replies due Wednesday, August 24th by 11:59 PM) |
| **Week 3**<br>Aug. 23-30 | Module 3: Literature Reviews, Research Questions, and ABAB Designs | Required readings & viewings in CourseDen<br><br>**Deliverables:**<br><br>ABAB Design Quiz due Friday, August 26th by 11:59 PM<br><br>Discussion 3 due Monday, August 29th by 11:59 PM (replies due Wednesday, August 31st by 11:59 PM) |
| **Week 4**<br>Aug. 31-Sept. 6 | Module 4: Multiple Baselines Designs | Required readings & viewings in CourseDen<br><br>**Deliverables:**<br><br>Multiple Baseline/Probe Quiz due Monday, September 5th by 11:59 PM |
| **Week 5**<br>Sept. 7-13 | Module 5: Alternating Treatment Designs | Required readings & viewings in CourseDen<br><br>**Deliverables:**<br><br>Alternating Treatments Design Quiz due Friday, September 9th by 11:59 PM<br><br>Discussion 4 due Monday, September 12th by 11:59 PM (replies due Wednesday, September 14th by 11:59 PM) |

| When | Topic | Notes |
|---|---|---|
| **Week 6**<br>Sept 14-20 | Module 6: Changing Criterion Designs & Graphing Data | Required readings & viewings in CourseDen<br><br>**Deliverables:**<br><br>Changing Criterion Design Quiz is due Friday, September 16th by 11:59 PM<br><br>Discussion 5 is due Monday, September 19th by 11:59 PM (replies due Wednesday, September 21st by 11:59 PM) |
| **Week 7**<br>Sept. 21-27 | Module 7: Presenting Academic Research | Required readings & Viewings in CourseDen<br><br>**Deliverables:**<br><br>Research Presentation Proposal due Monday, September 26th by 11:59 PM |

# ✱ Course Policies and Resources

## Technology Prerequisites and Skills

In this course you will be required to have competence with certain technology such as a basic knowledge of computers, email, and online access. This includes but is not limited to access to:

- High-speed internet
- A working computer (with speakers, headset, and microphone) and free disk space
- A computer operating system compatible with the LMS (CourseDen)
- Microsoft Office or comparable word processing software (as a UWG student, you have complete access to Microsoft Office 365)
- The ability to create, record, and upload a virtual presentation

## Academic Honesty

This university requires students to adhere to the highest standards of academic integrity and expects them to encourage others to do the same. I have a strong respect for academic integrity and academic dishonesty will not be tolerated in this course. **All work completed in this course must be students' original work developed for this course during this semester**. Students are expected to adhere to the highest standards of academic honesty. Plagiarism or another act of academic dishonesty on any assignment will result in the student earning a zero on the assignment. The student will also be reported to the Office of Community Standards as violating UWG's Academic Honesty Policy. Students should all review the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

## Extra Credit

There will be no opportunities for extra credit in this course.

## Attendance

You will be dropped from the course if you do not complete the syllabus quiz by the due date. Otherwise, attendance will be recorded by your ability to keep up with the due dates in the course.

## Late Work

Students who are absent from CourseDen bear the responsibility of notifying Dr. Grant and keeping up with class materials and assignments. Students should keep in mind that due dates are intended to set a pace and structure for this course. Assignments submitted after the due date will be penalized twenty-five percent (25%) for each day after the due date. Assignments submitted late are not guaranteed detailed feedback. Assignments cannot be turned in two days late. Failure to submit an assignment will result in a zero grade for the assignment. If you know you will have a conflict with an assignment deadline, please email Dr. Grant as soon as possible beforehand. If you have an unexpected conflict leading to a late submission, please contact Dr. Grant to discuss exemption from late penalization.

## Course Changes

This syllabus provides a general plan for the course. Changes to the syllabus or schedule may be required, including changes to assignments, readings, and/or due dates, in order to best accommodate the needs of the class as a whole and fulfill the goals of this course. Dr. Grant reserves the right to make any such changes. Students will be informed of all changes in a timely manner.

# ◎ College/School Policies

## College of Education Vision

The College of Education at the University of West Georgia will be recognized for *Innovation in Teaching, Leadership, and Wellness* with programs designed to transform lives and contribute to the betterment of society.

## College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*.  With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

## Diversity and Inclusion Statement for the College of Education

The College of Education (COE) embraces diversity across dimensions, including, but not limited to, age, religion, creed, education, ethnicity, gender expression, national origin, physical and cognitive ability, race, sex, sexual orientation, socioeconomic class, and veteran status. Building on these identities, we support empathy, social and environmental justice, and an ethical framework for our actions. In accordance with the University of West Georgia and all of our departments, the COE denounces institutional and systemic racism and other forms of biases and is committed to taking actionable steps toward dismantling these systems and working toward equity and inclusion. The full COE Diversity and Inclusion Statement may be viewed on the website homepage of the College of Education.

# 🏛 Institutional Policies

## Academic Support

**Accessibility Services:** Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact Accessibility Services (https://www.westga.edu/student-services/counseling/accessibility-services.php).

**Center for Academic Success:** The Center for Academic Success (http://www.westga.edu/cas/) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu.

**University Writing Center:** The University Writing Center (https://www.westga.edu/writing/) assists students with all areas of the writing process. For more information, contact them: 678-839-6513 or writing@westga.edu.

## Online Courses

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For help with your online classes, additional online tutoring and other student success services, information on privacy and accessibility, and technology requirements, visit this UWG Online (https://uwgonline.service-now.com/kb/) Help site.

Students enrolled in online courses can find answers to many of their questions in the Online/Off-Campus Student Guide (http://uwgonline.westga.edu/online-student-guide.php).

# Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.  Students at West Georgia assume responsibility for upholding the Honor Code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to plagiarism*, cheating*, fabrications*, aid of academic dishonesty, lying, bribery or threats, and stealing. When a student chooses to enroll at the University of West Georgia students pledge the following:

*Having read the honor code of UWG, I understand and accept my responsibility to uphold the values and beliefs described, and to conduct myself in a manner that will reflect the values of the institution in such a way as to respect the rights of all UWG community members. As a UWG student, I will represent myself truthfully and complete all academic assignments honestly.*

*I understand that if I violate this code, I will accept the penalties imposed, should I be found responsible for violations through the processes due to me as a University community member. These penalties may include expulsion from the University. I also recognize that my responsibility includes willingness to confront members of the University community, if I feel there has been a violation of the Honor Code.*

For more information on the University of West Georgia Honor Code, please visit the Office of Community Standards (https://www.westga.edu/administration/vpsa/ocs/index.php) site.

# UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check their email.

# Credit Hour Policy

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

# HB 280 (Campus Carry)

UWG follows University System of Georgia (USG) guidance: http://www.usg.edu/hb280/additional_information# (http://www.usg.edu/hb280/additional_information)

You may also visit our website for help with USG Guidance: https://www.westga.edu/police/campus-carry.php (https://www.westga.edu/police/campus-carry.php)

# Mental Health Support

If you or another student find that you are experiencing a mental health issue, free confidential services are available on campus in the Counseling Center. Students who have experienced sexual or domestic violence may receive confidential medical and advocacy services with the Patient Advocates in Health Services. To report a concern anonymously, please go to UWGcares.

Online counseling (https://www.westga.edu/student-services/counseling/index.php) is also available for online students.

# ELL Resources

If you are a student having difficulty with English language skills, and / or U.S. culture is not your home culture, specialized resources are available to help you succeed. Please visit the E.L.L. resource page for more information.

## COVID-19

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider.

# Additional Items