



Syllabus for SPED 501: Introduction to Graduate Studies

(3 Credits) Online

Date: Fall 2018

Professor:	Dr. Holly Pedersen
Office:	Memorial 210
E-mail Address:	holly.pedersen@minotstateu.edu
Phone:	701-858-3846
Office Hours:	Online/virtual or by appointment

Required Texts:

- Creswell, J. W. (2014). Research design: *Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.
- Creswell, J.W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. (5th ed.). Boston, MA: Pearson
- Bui, Y. (2014). *How to write a masters thesis* (2nd ed.) Thousand Oaks, CA: Corwin Press.

Recommended:

- APA, (2009). *Publication Manual of the American Psychological Association*, 6th ed. www.apastyle.org
- <https://owl.english.purdue.edu/>

Catalog Description:

This core course provides an overview of the components and process of ethical educational research. It includes an examination of the research techniques most commonly used in the field of special education. Graduate candidates will explore the thesis process and begin the process of reviewing the literature related to a chosen topic and developing sound research questions.

Course Goal:

The purpose of this course is to provide an overview of the graduate thesis process and an introduction to research design. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing scholarly writing strategies. The end products of the course are selection of your thesis committee and a draft of chapters one and two.

CEC Advanced Preparation Standards Addressed:

Advanced Standard 4 Research & Inquiry - Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements

- 4.1 Special education specialists evaluate research and inquiry to identify effective practices.
- 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
- 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Standard 5 Leadership and Policy - Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.

Key Elements

- 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
- 5.2 Special education specialists support and use linguistically and culturally responsive practices.
- 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
- 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
- 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Standard 6 Professional and Ethical Practice - Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.

6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

Student Outcomes:

The successful student will:

1. Develop an understanding of the basic characteristics of qualitative, quantitative, and mixed methods research and the differences among these approaches.
2. Define the major strategies of inquiry used in qualitative, quantitative, and mixed methods research.
3. Learn how to search the research literature on a topic of interest.
4. Understand the role of literature and theory in qualitative, quantitative, and mixed methods research.
5. Develop writing strategies for qualitative, quantitative, and mixed methods research proposals and reports.
6. Demonstrate awareness of ethical issues related to research including the role of the Institutional Review Board (IRB) by completing IRB training.
7. Write a purpose statement for qualitative, quantitative, and mixed methods research.

8. Develop research questions and/or hypotheses for qualitative, quantitative, and mixed methods research.
9. Understand the procedures involved in developing quantitative, qualitative, and mixed methods plans.
10. Identify, review, and critique qualitative, quantitative, and mixed methods research studies.
11. Develop a plan for a research study in the form of a draft of a thesis Chapter 1.
12. Develop a review of the literature relative to a topic of study in the form of a draft Chapter 2.
13. Present information about research in a scholarly manner.
14. Complete the process for forming a graduate thesis committee.

Course Assignments: (refer to specific rubrics in the course modules)

1. Participation in Discussion Posts (10 x 7) = 70
2. Thesis Committee Form = 20
3. Practice Papers (5 x 10) = 50
4. Complete IRB Training = 20
5. Module Quizzes (7 x 10) = 70
7. Chapter 1 & 2 Midterm Draft (#1)= 50
8. Chapter 1 & 2 Final Draft (#2) = 50

Grade Scale:

Grade	Percent
A	92-100
B	84-91
C	76-83
F	<76

Course Policies:

Communication Requirements

The instructor will respond to course communications within 48 hours. Students are expected to meet the same standard. Please use the course email to contact the instructor and/or submit assignments.

Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at helpdesk@minotstateu.edu The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

University Sanctioned Events Policy:

Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student's responsibility to communicate with the faculty member prior to his or her absence. (include your procedure for dealing with students who miss class due to participation in such events as described below in italics)

Faculty members should have a procedure for student absences in each syllabus that details the method and advance time for students to communicate their absence. If a student notifies the professor in accordance with the faculty member's policy, students should be allowed to complete class work. If a student does not communicate with the faculty member in advance of the absence, it is up to the faculty member's discretion whether to allow the student to complete the work. If disputes arise with this policy within the semester, students should contact in progressive order, the faculty member, department chair, Assistant Vice President for Academic Affairs, and Vice President of Academic Affairs.

Disability Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located on campus in the lower level of Lura Manor, or by calling 701-858-3371 or by e-mail at evelyn.klimpel@minotstateu.edu.

Non-discrimination Statement:

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the

basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of practices which are inconsistent with this policy should be reported using the Student Complaint and Anti-Discrimination Form located here: <https://form.jotform.com/72996849416981>.

Title IX Statement:

In the event that you choose to write or speak about having survived sexualized violence, including non-consensual sexual intercourse, non-consensual sexual contact, dating violence, domestic violence, or stalking, Minot State University (MSU) policy requires that, as your instructor, I share this information with the Title IX office. The Title IX coordinator will contact you to let you know about your options, accommodations and support services at MSU.

If you do not wish the Title IX office notified, instead of disclosing this information to your instructor, you can speak confidentially with individuals on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

Contact Information:

Lisa Dooley | Title IX coordinator
Minot State University | Memorial 412
500 University Ave W | Minot, ND 58707
Ph: 701.858.3447 | lisa.dooley@NDUS.edu
[Title IX Resources](#)